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ABSTRACT

This primary reference tool provides access to those documents from the National Diffusion Network (NDN) resource pool of both funded and non-funded validated practices which are available through ERIC. A descriptor index, which is cross referenced and arranged alphabetically using commonly accepted educational program and/or practice terminology, lists titles of relevant projects and the page numbers in sections A or B of the directory where the full citation and abstract may be found. Contact persons for the projects are given in a separate alphabetical listing by project title. Journal citations or document abstracts are provided for all documents both directly and indirectly concerned with currently funded (FY 78-79) developer/demonstrator programs/practices, with current Joint Dissemination Review Panel (JDRP) validated projects, and with the workings and/or component parts of NDN. (CWM)

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THE NDN

in

E. R. I. C.

A Piece of the Action ....

Prepared by: January, 1979

The Connecticut Facilitator Project
800 Dixwell Avenue
New Haven, Connecticut 06511

IR007570

INTRODUCTORY

THE NDN IN E.R.I.C. - A Piece of the Action ....

How To Use This Document

This document was compiled and assembled so as to serve as a primary reference tool for the National Diffusion Network and specifically its resource pool of both funded and non-funded validated practices. Up to the point of entry of this document into the ERIC System, no convenient means has existed to determine what, if anything, concerning these practices have already been processed and are, therefore, available through ERIC.

The casual user of this document is advised to peruse the expanded and cross-referenced descriptor index which appears as Section I. Section I is arranged alphabetically utilizing commonly accepted educational program and/or practice terminology. A term or terms of interest can then be easily matched to a program/practice and section which will then provide either a full citation (if journal article--recognized as possessing an accession number that begins with EJ = Educational Journal followed by 6 digits) or a full document abstract (of up to 250 words) which describes the specific details of each document. Each document abstract, because it represents a document that is currently within the ERIC System, will bear an accession number (in its upper left hand corner) that begins with ED (ED = ERIC Document), followed by 6 digits. This number will be the user's key for locating the entire document at any number of libraries and institutions across the world where the ERIC collection is maintained. Any State Department of Education, College or University which offers a teacher preparatory program, or State Library should be able to direct a potential ERIC System user to the geographically nearest collection. Or one can contact the National Institute of Education directly at the following address:

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This document is divided into seven (7) sections as follows:

I. Descriptor Index

A cross-referenced index display with specific referrals made to subsequent Project Numbers, Section and Pages.

II. Project Identification - Project Personnel and Details

A directory of all currently (FY 78-79) funded developer programs/practices, project directors, addresses and phone numbers

Section A. Developer/Demonstrator - 1978-79

A complete journal citation or document abstract for all documents currently (as of 12/31/78) in ERIC which are directly concerned with funded (FY 78-79) developer/demonstrator programs/practices. An individual descriptor index precedes each listing and contains educational terminology concerning the program/practice from its potential primary through tertiary utility. Documents cited in Section A most typically originated at the developer/demonstrator site or are the product of collaboration between another and staff from the developer/demonstrator site.

Section B. Developer/Demonstrator - 1978-79

A complete journal citation or document abstract is provided for all documents currently (as of 12/31/78) in ERIC which are indirectly concerned with funded (FY 1978-79) developer/demonstrator programs/practices. Documents cited in Section B, although concept supporting, most typically originated from sources other than the developer/demonstrator but, nonetheless, mentioned or provided details unique to one or more of the funded developer/demonstrators.

Section C. Current JDRP Project Documents

A complete journal citation or document abstract is provided for all documents currently (as of 12/31/78) in ERIC which are indirectly concerned with JDRP (Joint Dissemination Review Panel) validated, but non-funded (FY 1978-79), programs/practices. Documents cited in Section C, although concept supporting, most typically originated from sources other than the validated program/practice but nonetheless, mentioned or provided details unique to one or more of the validated programs/practices.

Section D. Current JDRP Project Documents

A complete journal citation or document abstract for all documents currently (as of 12/31/78) in ERIC which are directly concerned with JDRP (Joint Dissemination Review Panel) validated, but non-funded (FY '78-79) programs/practices. Documents cited in Section D most typically originated at the program/practice site or are the product of collaboration between another and one or more staff from the program/practice site.

Section E. National Diffusion Network - Program Document

A complete journal citation or document abstract is provided for all documents currently (as of 12/31/78) in ERIC which are directly or indirectly concerned with the National Diffusion Network - its workings and/or component parts. Documents cited in Section E were most typically originated by a primary actor within the National Diffusion Network (NDN), are the product of contractual responses unique to the NDN, or are the product of collaboration between and among primary actors within the NDN.

Future National Diffusion Network Documents

All future document entries to the ERIC System will reference this document, and in so doing, direct the user to as complete a collection as possible concerning what is available. This compilation, although no easy task, is submitted in the belief that it can and will prove to be a valuable reference tool for those seeking to better understand both the state-of-the-art of current validated practice as well as the workings of a unique Network which has assumed the ominous task of diffusing these outcomes into the processes of education of youth--nationwide.

January, 1979

Connecticut Facilitator Project
800 Dixwell Avenue
New Haven, Connecticut 06511

Director: Harry W. Osgood

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-Curriculum for Meeting Modern Problems (The New Model Me)	020	A	43-45
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Scope Note: Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem-solving and decision-making.			
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Scope Note: Objectives indicating desired changes in behavior resulting from learning			
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Scope Note: A comprehensive educational program that focuses on individual career development, beginning with grade 1 or earlier and continuing through the adult years			
-EBCE - Experience Based Career Education-Appalachian Educational Laboratory	034	A B	78 28-30;35-40
-EBCE - Experience Based Career Education Far West Laboratory	036	A B	79-91 31-40
-Occupational Versatility	071	A B	184 60-61
Career Exploration			
Scope Note: Investigating occupational interest areas often through real or simulated job experience--frequently refers to the second phase of career education appropriate for grades 6 through 10			
-EBCE - Experienced Based Career Education Appalachia Educational Laboratory	034	A B	78 28-30, 35-40
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Scope Note: Procedures which use systematic observation to measure classroom behavior			
-BARC - Behavior Analysis Resource Center	009	A B	21-26 3,4
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Scope Note: Identification of conditions requiring treatment			
-Parent-Child Early Education Program (Saturday School)	073	A	186-192
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-Vocational Reading Power	102	A	237-257
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Scope Note: Activities under the sponsorship or direction of a school, of the type for which participation generally is not required and credit is not awarded.			
-Adventure	003	A	12-15
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-ILA - Individualized Language Arts: Diagnosis, Prescription and Evaluation	052	A	136-139
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-IRIT - Intensive Reading of Instructional Teams	056	A B	148-158 7, 9-10
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Scope Note: Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.)			

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-Developmental Play	024	A	68
-IPLE	053	A	140-145
		B	55
-FOCUS	041	A	96-97
-Adventure	003	A	12-15
		B	1
-RE-ED	085	A	209-211
Intervention			
Scope Note: Action performed to direct or influence behavior			
-Dale Avenue	021	A	46-65
-BARC	009	A	21-26
	00	B	3-4
-Added Dimensions to Parent & Preschool Education	002	A	11
-Early Childhood Preventive Curriculum	028	A	69-70
-Home Start	046	A	101-102
-PREP	074	A	193
Strategies in Early Childhood Education	094	A	227-223

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-Scope Note: Providing formal education in grades 7, 8, and 9 - less commonly 7 and 8 or 8 and 9			
-Conquest	018	A	38-42
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-ECOS	031	A	72
		B	23
-IRIT	056	A	148-158
		B	7, 9-10
-KARE	058	A	159-171
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-Occupational Versatility	071	A	184
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-R-3	082	A	202-208
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-Title I Corrective Reading	097	A	236
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-Dale Avenue	021	A	46-65
-BARC	009	A	21-26
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-Alphaphonics	006	A	17
-Early Prevention of School Failure	029	A	71
		B	54
-Parent-Child Early Education Program	073	A	186-192
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-Perception +	076	A	195-197
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-Project CHILD	012	A	29-30
-ECRI	033	A	76-77
-Florida Migratory Child Comp. Program	040	A	95
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-ILA	052	A	136-139
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-Dale Avenue	021	A	46-65
-IRIT	056	A	148-158
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-KARE	058	A	159-171
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-New Adventure: Success Strategies for Reading & Language	067	A	178-181
-Project Success for the SLD Child	095	A	229-232

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-IRIT	056	A	148-158
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-New Adventure	067	A	178-181
-Parent-Child Early Education	074	A	193
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-Project Success for the SLD Child	095	A	229-232
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		B	54
-IRIT	056	A	148-158
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-Individualized Language Arts	052	A	136-139
		B	54
-IRIT	056	A	148-158
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-Project Success for the SLD Child	095	A	229-232
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-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-Adventure	003	A	12-15
		B	1
-Dale Avenue	021	A	46-65
-ACTIVE	001	A	1-10
-Developmental Play	024	A	68
-ECOS	031	A	72
		B	23
-ECRI	033	A	76-77
		B	25-27
-I-C-E	048	A	103-135
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-IPLE	053	A	140-145
		B	55
-IRIT	056	A	148-158
		B	7, 9-10
-KARE	058	A	159-171
		B	57-58
-Media Now	064	A	174-177
		B	59
-Perception +	076	A	195-197
-Positive Attitude Toward Learning (PATL)	078	A	199
		B	68-81
-Richmond Follow Through Resource Center	087	A	212-215
-Success for the SLD Child	095	A	229-232

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-Early Prevention of School Failure	029	A	71
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-FAST: Functional Analysis Trianing System	037	A	92-94
-PREP	074	A	193
		B	63
-R-3	082	A	202-208
		B	7-10
Learning Disabilities			
Scope Note: Distinguished by sharp imbalance within the students' cognitive development and by marked underachievement			
-ACTIVE	001	A	1-10
-Early Childhood Prev. Curriculum	028	A	69-70
-Early Prevention of School Failure	029	A	71
		B	16-17
-FAST: Functional Analysis Training System	037	A	92-94
-Northwest Special Education Program	069	A	183
-Oklahoma Child Service Demonstration Center for Secondary LD Students	072	A	185
-Project R-3	082	A	202-208
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-Parent-Child Early Education	073	A	186-192
		B	62
-Strategies in Early Childhood Education	094	A	227-228
-Project Success for the SLD Child	095	A	229-232
Learning Laboratories			
Scope Note: Facilities equipped with programmed or self-directed instructional materials for individualized instruction or independent study, usually with appropriate audiovisual devices and software for individual, small group (cluster), and occasional alrge group instruction.			
-Conquest	018	A	38-42
		B	7, 9-10
-Catch Up	010	A	27-28
		B	5-10
-IRIT	056	A	148-158
		B	7, 9-10
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Scope Note: Learning activities, at any educational level, concerned with law and legal systems			
-IPLE	053	A	140-145
		B	55

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-Every Child a Winner	032	A	73-75
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-I-C-E	048	A	103-135
		B	52-53
-Proj. Success for the SLD Child	095	A	229-232
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-Project CHILD	012	A	29-30
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-Dale Avenue	021	A	46-65
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-Catch-Up	010	A	27-28
		B	7, 9-10
-Project INSTRUCT	054	A	146-147
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-Project R3	082	A	202-208
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-Computer Based Planning Resources - Simu School	015	A	31-35
		B	82-116
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-Computer Based Planning Resources -	015	A	31-35
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-STAMM	093	A	226
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-Catch Up	010	A	27-28
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-Dale Avenue	021	A	46-65
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-BARC	009	A	21-26
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-Project R3	082	A	202-208
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-STAMM	093	A	226
-Success for the SLD Child	095	A	229-232
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-Media Now	064	A	174-177
		B	59
-PATL	078	A	199
Medical Professions			
-Vocational Reading Power	102	A	237-257
Mentally Handicapped			
-ACTIVE	001	A	1-10
Merchandizing			
Scope Note: Sales promotion as a comprehensive function including market research, advertising, and selling.			
-Vocational Reading Power	102	A	237-257
Middle Schools			
-KARE	058	A	159-171
		B	57-58
-Conquest	018	A	38-42
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-ECOS	031	A	72
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-Project CHILD	012	A	29-30
-Florida Migratory Child Comp. Program	040	A	95
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-Florida Migratory Child Comp. Program	040	A	95
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-IRIT	056	A	148-158
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-PATL	078	A	199
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-ACTIVE	001	A	1-10
-Parent Child Early Ed. Program	058	A	159-171
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-Richmond Follow Through Resource Center	087	A	212-215
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-Every Child a Winner	032	A	73-75
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-Dale Avenue	021	A	46-65
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-Richmond Follow Through Resource Center	087	A	212-215
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-ECOS	031	A	72
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-Project CHILD	012	A	29-30
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-Vocational Reading Power	102	A	237-257
Office Management			
-Vocational Reading Power	102	A	237-257
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Scope Note: Computer systems in which peripheral devices, which may include remote terminals, are in direct and continuing communication with the central processor.			
-Computer Based Planning Resources: Simu-School	015	A	31-35
		B	82-116
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-Project CHILD	012	A	29-30
-New Adventure: Success Strategies for Reading and Language	067	A	178-181
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-KARE	058	A	159-171
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-Home Base	045	A	100
-Home Start	046	A	101-102
-Learncycle	059	A	172
-Parent-Child Early Education Program (Saturday School)	073	A	186-192
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-Parent Readiness Education Project (PREP)	074	A	193
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-BARC: Behavior Analysis Resource Center	009	A	21-26
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-EBCE - Far West Lab.	036	A	79-91
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-Home Base	045	A	100

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-Northern Cheyenne Follow Through Project	068	A	182
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-Parent Child Early Education Program	073	A	186-192
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-Added Dimensions to Parent & Preschool Education	002	A	11
-Dale Avenue Early Childhood Education	021	A	46-65
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-BARC	009	A	21-26
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-Learncycle	059	A	172
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-Secondary Credit Exchange	091	A	216-225
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-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
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-Dale Avenue	021	A	46-65
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-ACTIVE	001	A	1-10
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-Home Base	045	A	100
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-Parent-Child Early Education	073	A	186-192
		B	62
-Perception +	076	A	195-197
-Project Success	095	A	229-232
Performance Based Education			
Scope Note: Educational system which places emphasis on the specification learning and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.			
-Dale Ave.	021	A	46-65
-ACTIVE	001	A	1-10
-PATL	078	A	199
-STAMM	093	A	226
Performance Based Teacher Education			
Scope Note: Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do.			
-ACTIVE	001	A	1-10
-PATL	078	A	199
Performance Criteria			
Scope Note: Standards by which the efficacy of a system may be judged.			
-Dale Ave.	021	A	46-65
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-Dale Avenue	021	A	46-65
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-Dale Avenue	021	A	46-65
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Scope Note: Requirements for staff			
-Computer Based Planning Resources (Simu-School)	015	A	31-35
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-Parent Child Early Education Program	073	A	186-192
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-Project Success	095	A	229-232
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-Dale Avenue	021	A	46-65
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-Conquest	018	A	38-42
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-ACTIVE	001	A	1-10
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-ACTIVE	001	A	1-10
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-KARE	058	A	159-171
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-Dale Avenue Early Childhood Education Project	021	A	46-65
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-ACTIVE: All Children Totally InVolved Exercizing	001	A	1-10
-Added Dimensions to Parent and Preschool Education	002	A	11
-Dale Avenue Early Childhood Education Project	021	A B	46-65 16-17
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-New Adventure: Success Strategies for Reading and Language (formerly New Adventure In Learning - NAIL)	067	A	178-181
-Northern Cheyenne Follow Through Project	068	A	182
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-Vocational Reading Power (VRP)	102	A	237-257
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Process Education			
Scope Note: Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).			
-Project Adventure	003	A	12-15
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-Behavior Analysis Resource Center (BARC)	009	A	21-26
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Scope Note: Attitudes of persons toward programs or courses of study			
-Behavior Analysis Resource Center (BARC)	009	A	21-26
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Scope Note: Process that structures fiscal information to help decision makers relate activities to goals.			
-Alternative Learning Project (ALP)	007	A	18-19
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-Project Adventure	003	A	12-15
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-Northwest Special Education Project (NWSE)	069	A	183
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-RE-ED School of Kentucky	085	A	209-211
-Richmond (Virginia) Follow Through Resource Center	087	A	212-215
-Secondary Credit Exchange Program	091	A	216-225
-STAMM: Systematic Teaching and Measuring Mathematics	093	A	226
-Strategies in Early Childhood Education	094	A	227-228
-Project Success for the SLD Child	095	A	229-232
-Title I Reading Center Program	096	A	233-235
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-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
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-Developmental Play (DP)	024	A	68
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-Behavior Analysis Resource Center (BARC)	009	A	21-26
		B	3-4
Psychological Needs			
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-Project Adventure	003	A	12-15
		B	1
Punctuation			
-Project CHILD: Comprehensive Help for Individual Learning Differences	012	A	29-30
Pupil Personnel Services			
Scope Note: Supportive, non-instructional services to elementary and secondary pupils in a school setting.			
-Project Conquest	018	A	38-42
		B	7, 9-10
Radio Technology			
-Media Now	064	A	174-177
		B	59
-Vocational Reading Power (VRP)	102	A	237-257
Readability			
-Vocational Reading Power (VRP)	102	A	237-257
Reading Ability			
-Project Conquest	018	A	38-42
		B	7, 9-10
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7, 9-10
-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
		B	7-10
-Vocational Reading Power (VRP)	102	A	237-257
Reading Achievement			
-Project Conquest	018	A	38-42
		B	7, 9-10
-The Glassboro Right-to-Read Project	043	A	98
-Project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology	054	A	146-147
		B	56
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7, 9-10
-Title I Reading Center Program	096	A	233-235

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Reading Centers			
-Project Conquest	018	A B	38-42 7, 9-10
-Exemplary Center for Reading Instruction (ECRI)	033	A	76-77
-IRIT: Intensive Reading Instructional Teams	056	A B	148-158 7, 9-10
-Title I Reading Center Program	096	A	233-235
Reading Clinics			
-Project Conquest	018	A B	38-42 7, 9-10
Title I Reading Center Program	096	A	233-235
Reading Comprehension			
-IRIT: Intensive Reading Instructional Teams	056	A B	148-158 7, 9-10
-Title I Reading Center Program	096	A	233-235
Reading Diagnosis			
-AIRS: Andover's Individualized Reading System	004	A	16
-Alphaphonics: Reading Readiness Training Pr.	006	A	17
-Project Conquest	018	A B	38-42 7, 9-10
-Early Childhood Preventive Curriculum (ECPC)	028	A	69-70
-IRIT: Intensive Reading Instructional Teams	056	A B	148-158 7, 9-10
-New Adventure: Success Strategies for Reading and Language (formerly New Adventure In Learning - NAIL)	067	A	178-181
-Pegasus-Pace: Continuous Progress Reading Program: Personalized Educational Growth and Selective Utilization of Staff - Personalized Approach to Continuous Education	075	A B	194 67
-Title One Corrective Reading Program (TOCR)	096	A B	236 117-124
Reading Improvement			
-AIRS: Andover's Individualized Reading System	004	A	16
-Project Conquest	018	A B	38-42 7, 9-10
-Early Childhood Preventive Curriculum (ECPC)	028	A	69-70
-IRIT: Intensive Reading Instructional Teams	056	A B	148-158 7, 9-10
-Title One Corrective Reading Program (TOCR)	097	A B	236 117-124

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Reading Instruction			
-AIRS: Andover's Individualized Reading System	004	A	16
-Alphaphonics: Reading Readiness Training Pr.	006	A	17
-Behavior Analysis Resource Center (BARC)	009	A	21-26
		B	3-4
-Project Catch-Up	010	A	27-28
		B	5-6, 7-10
-Project Conquest	018	A	38-42
		B	7, 9-10
-Early Childhood Preventive Curriculum (ECPC)	028	A	69-70
-Exemplary Center for Reading Instruction (ECRI)	033	A	76-77
		B	25-27
-The Glassboro Right-to-Read Project	043	A	98
-Project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology	054	A	146-147
		B	56
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7, 9-10
-Learncycle: Responsive Teaching	059	A	172
-Learning to Read by Reading	061	A	173
-New Adventure: Success Strategies for Reading and Language (formerly New Adventure In Learning - NAIL)	067	A	178-181
-Pegasus-Pace: Continuous Progress Reading Program: Personalized Educational Growth and Selective Utilization of Staff--Personalized Approach to Continuous Education	075	A	194
		B	67
-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
		B	7-10
-Title I Reading Center Program	096	A	233-235
Reading Programs			
-AIRS: Andover's Individualized Reading System	004	A	16
-Alphaphonics: Reading Readiness Training Program	006	A	17
-Project Catch-Up	010	A	27-28
		B	5-6, 7-10
-Project Conquest	018	A	38-42
		B	7, 9-10
-Dale Avenue Early Childhood Education Project	021	A	46-65
-The Glassboro Right to Read Project	043	A	98
-Project INSTRUCT: INstructional Systems for Teaching Reading Using Continuous Progress Technology	054	A	146-147
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-IRIT: Intensive Reading Instructional Teams	056	A	148-158
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-Learncycle: Responsive Teaching	059	A	172
-Learning to Read by Reading	061	A	173
-New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)	067	A	178-181
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-Title I Reading Center Program	096	A	233-235
Reading Readiness			
-Alphaphonics: Reading Readiness Training Program	006	A	17
-Early Childhood Preventive Curriculum (ECPC)	028	A	69-70
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7, 9-10
-Pegasus-Pace: Continuous Progress Reading Program: Personalized Educational Growth and Selective Use of Staff--Personalized Approach to Continuous Education	075	A	194
		B	67
-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
Reading Skills			
-AIRS: Andover's Individualized Reading System	004	A	16
-Project Catch-Up	010	A	27-28
		B	5,6, 7-10
-Project Conquest	018	A	38-42
		B	7, 9-10
-Dale Avenue Early Childhood Education Project	021	A	46-65
-Exemplary Center for Reading Instruction (ECRI)	033	A	76-77
		B	25-27
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7, 9-10
-New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)	067	A	178-181
-Project Success for the SLD Child	095	A	229-232
-Title I Reading Center Program	096	A	233-235
-Title One Corrective Reading Program (TOCR)	097	A	236
		B	117-124
Recordkeeping			
-Dale Avenue Early Childhood Education Project	021	A	46-65
-Occupational Versatility (O.V.)	071	A	184
		B	60-61
Regular Class Placement			
Scope Note: Placement of students identified as handicapped or gifted in regular classes.			
-FAST: Functional Analysis Systems Training	037	A	92-94
-Parent-Child Early Education Program (Saturday School)	073	A	186-192

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Remedial Instruction			
-Project Catch-Up	010	A	27-28
		B	5,6, 7-10
-Northwest Special Education (NWSE)	069	A	183
-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
		B	64-66
Remedial Mathematics			
-Project Catch-Up	010	A	27-28
		B	5, 6, 7-10
-Project Conquest	018	A	38-42
		B	7, 9-10
-HIT: High Intensity Tutoring	044	A	99
		B	7-10
Remedial Reading Programs			
-Project Catch-Up	010	A	27-28
		B	5,6,7-10
-Project Conquest	018	A	38-42
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-Exemplary Center for Reading Instruction (ECRI)	033	A	76-77
		B	25-27
-HIT: High Intensity Tutoring	044	A	99
		B	7-10
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7, 9-10
-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
		B	64-66
-Title I Reading Center Program	096	A	233-235
-Title One Corrective Reading Program	097	A	236
		B	117-124
Residential Schools			
Scope Note: Boarding schools for blind and/or other atypical children of school age.			
-RE-ED School of Kentucky	085	A	209-211
Resource Centers			
-AIRS: Andover's Individualized Reading System	004	A	16
-Behavior Analysis Resource Center (BARC)	009	A	21-26
		B	3-4
-Project Conquest	018	A	38-42
		B	7, 9-10
-Exemplary Center for Reading Instruction (ECRI)	033	A	76-77
		B	25-27
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7, 9-10
-Learncycle: Responsive Teaching	059	A	172

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Resource Guides			
-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
-Experience Based Career Education (EBCE) - Far West Laboratory	036	A B	79-91 31-40
-I-C-E: Instruction-Curriculum-Environment	048	A B	103-135 52-53
-Institute for Political and Legal Education (IPLE)	053	A B	140-145 55
-Project KARE: Knowledgeable Action to Restore Our Environment	058	A B	159-171 57-58
Resource Teachers			
-Behavior Analysis Resource Center (BARC)	009	A B	21-26 3-4
-Exemplary Center for Reading Instruction (ECRI)	033	A B	76-77 25-27
-Experience Based Career Education (EBCE) Appalachian Educational Laboratory	034	A B	78 28-30, 35-40
Retailing			
-Vocational Reading Power (VRP)	102	A	237-257
Retarded Children			
-Parent-Child Early Education Program (Saturday School)	073	A B	186-192 62
Right-to-Read			
-AIRS: Andover's Individualized Reading System	004	A	16
-Alphaphonics: Reading Readiness Training Program	006	A	17
-The Glassboro Right-to-Read Project	043	A	98
-Learning to Read by Reading	061	A	173
-Right to Read: Wilson Junior High School	088	A	
-Title I Reading Center Program	096	A	233-235
Role Playing			
-Project Adventure	003	A B	12-15 1
-ECOS Training Institute (ETI)	031	A B	72 23
-I-C-E: Instruction-Curriculum-Environment	048	A B	103-135 52-53
-Institute for Political & Legal Education (IPLE)	053	A B	140-145 55
School Accounting			
-Computer-Based Planning Resources: Project Simu-School	015	A B	31-35 82-116

DESCRIPTOR INDEX	Project No.	Section	Page(s)
Secondary Education			
-SN: Education provided in grades 7,8, or 9 through grade 12.			
-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
-Project Adventure	003	A	12-15
		B	1
-Alternate Learning Project (ALP)	007	A	18-19
		B	2
-Computer-Based Planning Resources: (Project Simu School)	015	A	31-35
		B	82-116
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-Experience-Based Career Education (EBCE)-(Appalachian Educational Laboratory)	034	A	78
		B	31-40,28-30
-Experience-Based Career Education (EBCE)-(Far West Laboratory)	036	A	79-91
		B	31-40
-Focus Dissemination Project	041	A	96-97
-I-C-E: Instruction-Curriculum-Environment	048	A	103-135
		B	52-53
-Individualized Language Arts: Diagnosis, Prescription and Evaluation (ILA)	052	A	136-139
		B	54
-Institute for Political and Legal Education (IPLE)	053	A	140-145
		B	55
-KARE: Knowledgeable Action to Restore our Environment	058	A	159-17
		B	57-58
-Media Now	064	A	174-177
		B	59
-Northwest Special Education (NWSE)	069	A	183
-Oklahoma Child Service Demonstration Center for Secondary LD Students	072	A	185
-Parent Readiness Education Project (PREP)	074	A	193
		B	63
-Pollution Control Education Center Priority One: Environment	077	A	198
-Positive Attitude Toward Learning (PATL)	078	A	199
		B	68-81
-Public Schools of Choice: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA)	081	A	201
-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
		B	7-10
-Secondary Credit Exchange Program	091	A	216-225
-STAMM: Systematic Teaching and Measuring Mathematics	093	A	226
-Vocational Reading Power (VRP)	102	A	237-257
-I-C-E- Instruction-Curriculum-Environment	048	A	103-135
		B	52-53
-Pollution Control Education Center: Priority One: Environment	077	A	198
Self Concept			
-project Conquest	018	A	38-42
		B	7-10

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School Community Relationships			
-Project Conquest	018	A B	38-42 7, 9-10
-Experience Based Career Education (EBCE) (Far West Laboratory)	036	A B	79-91 31-40
The Glassboro Right-to-Read Project	043	A	98
-KARE: Knowledgeable Action to Restore Our Environment	058	A B	159-171 57-58
-Institute for Political & Legal Education (IPLE)	053	A B	140-145 55
-Public Schools of Choice: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA)	081	A	201
-Richmond (Virginia) Follow Through Resource Center	087	A	212-215
School Improvement			
-Behavior Analysis Resource Center (BARC)	009	A B	21-26 3-4
-Focus Dissemination Project	041	A	96-97
School Industry Relationships			
-Experience Based Career Education (EBCE) (Appalachian Educational Lab.)	034	A B	78 28-30, 35-40
-Experience Based Career Education (EBCE) (Far West Laboratory)	036	A B	79-91 31-34
Science Education			
-Project Adventure	003	A B	12-15 1
-ECOS Training Institute (ETI)	031	A B	72 23
-I-C-E - Instruction-Curriculum-Environment	048	A B	103-135 52-53
-KARE: Knowledgeable Action to Restore our Environment	058	A B	159-171 57-58
-Parent-Child Early Education Program (Saturday School)	073 B	A 62	186-192
-Pollution Control Education Center Priority One: Environment	077	A	198
-Richmond (Virginia) Follow Through Resource Center	087	A	212-215
-Project Success for the LSD Child	095	A	229-232
Screening Tests			
-Added Dimensions to Parent and Preschool Education	002	A	11
-Early Childhood Preventive Curriculum (ECPC)	028	A	69-70
-Early Prevention of School Failure	029	A B	71 16-17
-Strategies in Early Childhood Education	094	A	227-228

DESCRIPTOR INDEX	Project No.	Section	Page(s)
Self Concept (cont.)			
-Curriculum for Meeting Modern Problems	020	A	43-45
-EVERY CHILD A WINNER with Movement Education	032	A	73-75
		B	24
-Focus Dissemination Project	041	A	96-97
-Positive Attitude Toward Learning (PATL)	078	A	199
-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
		B	7-10
-RE-ED School of Kentucky	085	A	209-211
-Project Success for the SLD Child	095	A	229-232
-Title I Reading Center Program	096	A	233-235
Sensory Training			
-Perception + (formerly Project SEE)	076	A	195-197
Serial Ordering			
-Dale Avenue Early Childhood Education Project	021	A	46-65
Sequential Programs			
-Parent-Child Early Education Program (Saturday School)	073	A	186-192
		B	62
-PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth and Selective Use of Staff - Personalized Approach to Continuous Education	075	A	194
		B	67
-Project Success for the SLD Child	095	A	229-232
Simulation			
-SN: Duplication of the Essential Characteristics of a Task or Situation	015	A	31-35
		B	82-116
-Institute for Political and Legal Education (IPLE)	053	A	140-145
		B	55
-KARE: Knowledgeable Action to Restore our Environment	058	A	159-171
		B	57-58
-Project Success for the SLD Child	095	A	229-232
Skill Development			
-Dale Avenue Early Childhood Education Project	021	A	46-65
-Experience-Based Career Education (EBCE) - (Far West Laboratory)	036	A	79-91
		B	31-40
-Parent-Child Early Education Program (Saturday School)	073	A	186-192
		B	62
-Public School 243/Bank Street College Follow Through Program	080	A	200
		B	68-81
-Public Schools of Choice: High School in the Community (HSC)/ Community Planning Council an Educational Alternatives (CPCEA)	081	A	201

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Small Group Instruction			
-Project Conquest	018	A B	38-42 7-10
-IRIT: Intensive Reading Instructional Teams	056	A B	148-158 7-10
Social Behavior			
-SN: Behavior influenced or controlled by other persons or by organized society			
Social Development			
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-Florida Migratory Child Compensatory Program	040	A B	95 41-51
-Parent-Child Early Education Program (Saturday School)	073	A	186-192
Social Responsibility			
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
Social Studies			
-SN: Social Studies consist of adaptations of knowledge from the social sciences for teaching purposes at the elementary and secondary levels of education			
-project Adventure	003	A B	12-15 1
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-ECOS Training Institute (ETI)	031	A B	72 23
-I-C-E: Instruction-Curriculum-Environment	048	A B	103-135 52-53
-Institute for Political and Legal Education (IPLE)	053	A B	140-145 55
-KARE: Knowledgeable Action to Restore our Environment	058	A B	159-171 57-58
-project R-3: Readiness, Relevancy and Reinforcement	082	A B	202-208 7-10, 64-65
-Richmond (Virginia) Follow Through Resource Center	087	A	212-215
-project Success for the SLD Child	095	A	229-232
Soil Conservation			
-ECOS Training Institute (ETI)	031	A B	72 23
-KARE: Knowledgeable Action to Restore our Environment	058 B	A 57-58	159-171
-I-C-E: Instruction-Curriculum-Environment	048	A B	103-135 52-53

DESCRIPTOR INDEX	Project No.	Section	Page(s)
Spanish Speaking			
-project CHILD: Comprehensive Help for Individual Learning Differences	012	A	29-30
-Secondary Credit Exchange Program	091	A	216-225
Special Education			
-Learncycle: Responsive Teaching	059	A	172
-Parent-Child Early Education Program (Saturday School)	073	A	186-192
		B	62
-Northwest Special Education (NWSE)	069	A	183
-Oklahoma Child Service Demonstration Center for Secondary LD Students	072	A	185
-project Success for the SLD Child	095	A	229-232
Special Education Teachers			
-Learncycle: Responsive Teaching	059	A	172
-Northwest Special Education	069	A	183
-Parent-Child Early Education Program (Saturday School)	073	A	186-192
		B	62
Special Health Problems			
-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
Speech			
-Dale Avenue Early Childhood Education Proj.	021	A	46-65
Staff Improvement			
Project Adventure	003	A	12-15
		B	1
-Behavior Analysis Resource Center (BARC)	009	A	21-26
		B	3-4
-Focus Dissemination Project	041	A	96-97
-KARE: Knowledgeable Action to Restore Our Environment	058	A	159-171
		B	57-58
-Title One Corrective Reading Program (TOCR)	097	A	236
		B	117-124
Student Alienation			
-Focus Dissemination Project	041	A	96-97

	Project No.	Section	Page(s)
Student Attitudes			
-Experience-Based Career Education (EBCE) (Far West Laboratory)	036	A B	79-91 31-40
-Focus Dissemination Project	041	A	96-97
-IRIT: Intensive Reading Instructional Teams	056	A B	148-158 7-10
-KARE: Knowledgeable Action to Restore our Environment	058	A B	159-171 57-58
-Positive Attitudes Toward Learning (PATL)	078	A	199
-Title I Reading Center Program	096	A	233-235
Student Centered Curriculum			
Scope Note: Systematic group of courses or sequence of subjects that utilizes student experiences, backgrounds, and interests.			
-Project Adventure	003	A B	12-15 1
-Experience-Based Career Education (EBCE) (Far West Laboratory)	036	A B	79-91 31-40
-Focus Dissemination Project	041	A	96-97
-New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)	067	A	178-181
-Occupational Versatility (O.V.)	071	A B	184 60-61
Student Evaluation			
Scope Note: Judging student performance or behavior as related to established criteria (before May 76, the use of this term was not restricted by a cope note).			
-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
-Northwest Special Education	069	A	183
Student Participation			
-Project Adventure	003	A	12-15
-Alternate Learning Project (ALP)	007	A B	18-19 2
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-ECOS Training Institute (ETI)	031	A B	72 23
-Focus Dissemination Project	041	A	96-97
-Project I-C-E: Instruction-Curriculum Environment	048	A B	103=135 52-53
-KARE: Knowledgeable Action to Restore our Environment	058	A B	159-171 57-58
-Public Schools of Choice: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA)	081	A	201

	Project No.	Section	Page(s)
Student Teacher Relationship			
-Behavior Analysis Resource Center (BARC)	009	A B	21-26 3-4
-Project Conquest	018	A B	38-42 7-10
-Dayton Follow Through Program	022	A	66-67
-New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)	067	A	178-181
-Public Schools of Choice: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA)	081	A	201
Summative Evaluation			
Scope Note: Evaluation at the conclusion of any educational plan or activity to determine the effectiveness of that activity.			
-Project CHILD: Comprehensive Help for Individual Learning Differences	012	A	29-30
Supplementary Education			
-IRIT: Intensive Reading Instructional Teams	056	A B	148-158 7-10
Systems Approach			
-Project INSTRUCT: Instructional Systems for Teaching Reading Using Continuous Progress Technology	054	A B	146-147 56
Tactual Perception			
-Perception + (formerly Project SEE)	076	A	195-197
Teacher Aides			
-Behavior Analysis Resource Center (BARC)	009	A B	21-26 3-4
-Project CHILD: Comprehensive Help for Individual Learning Differences	012	A	29-30
-Experience-Based Career Education (EBCE) Appalachian Educational Laboratory)	034	A B	78 31-40
-Northern Cheyenne Follow Through Project	068	A	182
-Richmond (Virginia) Follow Through Resource Center	087	A	212-215
-Secondary Credit Exchange Program	091	A	216-225

	Project No.	Section	Page(s)
Teacher Education			
-Project Conquest	018	A B	38-42 7-10
-Dale Avenue Early Childhood Education Proj.	021	A	46-65
-Project I-C-E: Instruction-Curriculum-Environment	048	A B	103-135 52-53
-Learncycle: Responsive Teaching	059	A	172
-Media Now	064	A B	174-177 59
-New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)	067	A	178-181
-Parent-Child Early Education Program (Saturday School)	073	A B	186-192 62
-RE-ED School of Kentucky	085	A	209-211
Teacher Role			
-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-Exemplary Center for Reading Instruction (ECRI)	033	A B	76-77 25-27
-Experience-Based Career Education (EBCE) (Far West Laboratory)	036	A B	79-91 31-40
-Pegasus-Pace: Continuous Progress Reading Program: Personalized Educational Growth and Selective Use of Staff - Personalized Approach to Continuous Education	075	A B	194 67
-RE-ED School of Kentucky	085	A	209-211
Teaching Guides			
-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
-Project Adventure	003	A B	12-15 1
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-Dale Avenue Early Childhood Education Proj.	021	A	46-65
-ECOS Training Institute (ETI)	031	A B	72 23
-Focus Dissemination Project	041	A	96-97
-Project I-C-E: Instruction-Curriculum-Environment	048	A B	103-135 52-53
-Individualized Language Arts: Diagnosis, Prescription and Evaluation	052	A B	136-139 54
-Media Now	064	A	174-177
-Parent-Child Early Education Program (Saturday School)	073	A B	186-192 62
-STAMM: Systematic Teaching and Measuring Mathematics	093	A	226

Teaching Techniques

Scope Note: Specific ways of presenting instructional material or conducting instructional activities--i.e., the individual teacher's manner and method of teaching.

-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
-Project Adventure	003	A	12-15
		B	1
-Arizona Consortium for Individualized Learning (ACIL)	008	A	20
-Behavior Analysis Resource Center (BARC)	009	A	21-26
		B	3-4
-Project Conquest	018	A	38-42
		B	7-10
-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
-Dayton Follow Through Program	022	A	66-67
-Every Child a Winner with Movement Education	032	A	73-75
		B	24
-Exemplary Center for Reading Instruction (ECRI)	033	A	76-77
		B	25-27
-Focus Dissemination Project	041	A	96-97
-Project Home Base	045	A	100
-Individualized Language Arts: Diagnosis, Prescription and Evaluation	052	A	136-139
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
		B	7-10
-KARE: Knowledgeable Action to Restore our Environment	058	A	159-171
-Media Now	064	A	174-177
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-New Adventure: Success Strategies for Reading and Language (formerly New Adventure In Learning - NAIL)	067	A	178-181
-Parent-Child Early Education Program Saturday School)	073	A	186-192
-Perception+ (formerly Project SEE)	076	A	195-197
-Public School 243/Bank Street College Follow Through Program	080	A	200
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-Project R-3: Readiness, Relevancy and Reinforcement	082	A	202-208
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-Richmond (Virginia) Follow Through Resource Center	087	A	212-215
-Strategies in Early Childhood Education	094		
-Project Success for the SLD Child	095	A	229-232

Team Teaching

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-New Adventure: Success Strategies for Reading and Language (formerly New Adventure In Learning - NAIL)	067	A	178-181

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Scope Note: A type of preparation for occupations between the skilled trades and the professions.			
-Vocational Reading Power (VRP)	102	A	237-257
Television Repair Services			
-Vocational Reading Power (VRP)	102	A	237-257
Testing			
-Conceptually Oriented Mathematics Program (COMP)	016	A B	36-37 11
-Early Childhood Preventive Curriculum (ECPC)	028	A	69-70
-Early Prevention of School Failure	029	A B	71 16-17
-Experience-Based Career Education (EBCE) (Far West Laboratory)	036	A B	79-91 31-40
-Home Start	046	A	101-102
-Project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology	054	A B	146-147 56
-KARE: Knowledgeable Action to Restore our Environment	058	A	159-171
-Perception+ (formerly Project SEE)	076	A	195-197
-STAMM: Systematic Teaching and Measuring Mathematics	093	A	226
Textbook Evaluation			
-Vocational Reading Power (VRP)	102	A	237-257
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-HIT: High Intensity Tutoring	044	A B	99 7-10
-Project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology	054	A B	146-147 56
-Northwest Special Education (NWSE)	069	A	183
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-Project Adventure	003	A B	12-15 1
-Project Conquest	018	A B	38-42 7, 9-10
-KARE: Knowledgeable Action to Restore our Environment	058	A B	159-171 57-58

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-Project Conquest	018	A	38-42
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-IRIT: Intensive Reading Instructional Teams	056	A	148-158
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-ECOS Training Institute (ETI)	031	A	72
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-KARE: Knowledgeable Action to Restore our Environment	058	A	159-171
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-Project Adventure	003	A	12-15
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-Project Conquest	018	A	38-42
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-KARE: Knowledgeable Action to Restore our Environment	058	A	159-171
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-Curriculum for Meeting Modern Problems (New Model Me)	020	A	43-45
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-IRIT: Intensive Reading Instructional Teams	056	A	148-158
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-Learncycle: Responsive Teaching	059	A	172
-Learning to Read by Reading	061	A	173
-Perception+ (formerly Project SEE)	076	A	195-197

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Visual Literacy			
Scope Note: A group of competencies which allows a human being to discriminate and interpret the visible action objects, and/or symbols, natural or man-made, that he encounters in his environment.			
-Project CHILD: Comprehensive Help for Individual Learning Differences	012	A	29-30
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
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-ACTIVE: All Children Totally InVolved Exercising	001	A	1-10
Vocabulary Development			
-IRIT: Intensive Reading Instructional Teams	056	A	148-158
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-Title I Reading Center Program	096	A	233-235
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Scope Note: Formal preparation for an occupation below the baccalaureate degree			
-Experience-Based Career Education (EBCE) (Appalachian Educational Laboratory)	034	A	78
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-ECOS Training Institute (ETI)	031	A	72
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-KARE: Knowledgeable Action to Restore our Environment	058	A	159-171
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-Vocational Reading Power (VRP)	102	A	237-257

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-Project Success for the SLD Child	095	A	229-232
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-Experience-Based Career Education (EBCE) (Appalachian Educational Laboratory)	034	A	78
		B	28-30, 31-4
-Experience-Based Career Education (EBCE) (Far West Laboratory)	036	A	79-91
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-Individualized Language Arts: Diagnosis, Prescription, Evaluation	052	A	136-139
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-Project Success for the SLD Child	095	A	229-232

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
ACTIVE: All Children Totally InVolved Exercising		Thomas M. Vodola, Director Township of Ocean School District Ocean Township Elementary School Dow Avenue Oakhurst, NJ 07755 (201) 531-6600, ext. 365
ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION		Betty Benjamin, Coordinator Early Childhood Education Jefferson County Public Schools 1209 Quail Street Lakewood, CO 80215 (303) 231-2346
PROJECT ADVENTURE		Robert Lentz, Director or Alan Sentkowski, Associate Director P.O.Box 157 Hamilton, MA 01936 (617) 468-1766
AIRS: Andover's Individualized Reading System		Esther L. Campbell, Director or Theresa G. Murphy, Executive Director Andover Public Schools Jackson School Andover, MA 01810 (617) 475-2339
AKRON FOLLOW THROUGH: SELECTED EDUCATIONAL LEARNING FUNDAMENTALS (SELF)		Jeanette Brown, Coordinator 1156 Fourth Avenue Akron, OH 44306 (216) 253-3287
ALPHAPHONICS: Reading Readiness Training Program		Judith Brown, Project Director Ponderosa School 295 Ponderosa Road South San Francisco, CA 94080 (415) 588-8082
ALTERNATE LEARNING PROJECT (ALP)		Charles B. Kenyon, Coordinator Dissemination Services 1-1 E. 235 Promenade Street Providence, RI 02908 (401) 272-4154

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL)		L. Leon Webb, Director or Theresa Howard, Asst. Director 161 E. First Street Mesa, AZ 85201 (602) 969-4880
BEHAVIOR ANALYSIS RESOURCE CENTER (BARC) - Follow Through Programs		Leontine D. Scott, Director Room 510, Administration Building School District of Philadelphia 21st and Parkway Philadelphia, PA 19103 (215) 299-7659
PROJECT CATCH-UP		Fay Harbison, Director Newport-Mesa Unified School District 1601 Sixteenth Street Newport Beach, CA 92660 (714) 556-3300
CATCH-UP - KEEP UP		Jan Harrell, Coordinator Reading Dissemination Flowing Wells Schools 1444 W. Prince Road Tucson, AZ 85705 (602) 887-1100, ext. 232
PROJECT CHILD: COMPREHENSIVE HELP FOR INDIVIDUAL LEARNING DIFFERENCES		Gloria Mattera, Director Geneseo Migrant Center State University College Geneseo, NY 14454 (716) 245-5681
COMMUNICATION PROGRAMS and PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME		Alice H. Hayden, Director Model Preschool Center for Handicapped Children Child Development and Retardation Ctr. University of Washington Seattle, WA 98195 (206) 543-4011

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
COMMUNITY SCHOOL 77 BRONX BEHAVIOUR ANALYSIS FOLLOW THROUGH PROGRAM		Ruth Khelseau, Coordinator or Louise Cooper, Resource Center Manager 1250 Ward Avenue Bronx, NY 10472 (212) 893-8991
COMPUTER BASED PLANNING RESOURCES: Project Simu-School		Jane A. Richardson, Assistant Project Director Dallas Independent School District 3700 Ross Avenue Dallas, TX 75204 (214) 321-2667, ext. 52
CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)		Alta M. Harness, Director COMP Consultants, Inc. 1414 I-70 Drive SW Columbia, MO 65201 (314) 449-0881
PROJECT COPE		Mary Alice Felleisen, Training Coordinator or Mary Ann O'Connell Educational Development Center 110 West Rosedale Avenue West Chester, PA 19380 (215) 436-2517, 436-2529
PROJECT CONQUEST		Bettye P. Spann, Director Board of Education 1005 State Street East St. Louis, IL 62201 (618) 875-8800, ext. 149 or 166
CORPUS CHRISTI FOLLOW THROUGH PROJECT		Antonio Perez, Director of Special Problems Corpus Christi Independent School Dist. P. O. Box 110 Corpus Christi, TX 78403 (512) 888-7911, ext. 284 or 285

PROJECT IDENTIFICATION	Project *	PROJECT PERSONNEL and DETAILS
CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)		*John R. Rowe, Project Director Lakewood Board of Education 1470 Warren Road Lakewood, OH 44107 (216) 579-4267*
DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT		*Helen B. Hanson NDN Disseminator-Trainer 319 Washington Street Mall Cape May, NJ 08204 (609) 884-2092*
DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER		*Willetta C. Weatherford, Director or Laura M. Lansdown, Coordinator Westwood School 3410 Hoover Avenue Dayton, OH 45407 (513) 268-1641*
DEMONSTRATION EVALUATION CENTER (CAM)		*Donald B. Sension, Director or Susan Guenther, Coordinator CAM Evaluation Center Hopkins Public Schools 1001 State Highway 7 Hopkins, MN 55343 (612) 935-5571, ext. 230, 231*
DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project and CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project		*Ralph E. Bailey, Director*
POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project		*John C. Kackley, Supervisor/Consultant All Children's Hospital 801 Sixth Street South St. Petersburg, FL 33701 (813) 821-5260, 442-1171*

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)		Matthew Scaffa, Director or Janet Castellano, Project Coordinator Community School District 31 211 Daniel Low Terrace Staten Island, NY 10301 (212) 447-3637
DISCOVERY THROUGH READING		Dorothy Neff, Project Director Clarkston Community Schools 6590 Middle Lake Road Clarkston, MI 48016 (313) 625-3330
DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)		Jane Connett, Director Wichita Public Schools 640 N. Emporia Wichita, KS 67214 (316) 268-7801
EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)		Nathan Farber, Director 4240 S.W. 124 Street Miami, FL 33176 (305) 251-5445
EARLY PREVENTION OF SCHOOL FAILURE and EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (FOR SPANISH AND ENGLISH-SPEAKING CHILDREN)		Luceille Werner, Project Director Peotone School District 207-U 114 N. Second Street Peotone, IL 60468 (312) 258-3478
EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH		Geraldine H. Jenkins, Director or Gretta Jenkins, Resource Director East St. Louis Board of Education 1500 Kansas Avenue East St. Louis, IL 62201 (618) 271-6428, 274-2838
ECOS TRAINING INSTITUTE (ETI)		Frank Thompson, Director P. O. Box 369 Yorktown Heights, NY 10598 (914) 245-4009

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
ELEMENTARY METRIC PROJECT		*Ron Becker, Project Director 400 Avenue E East Bismarck, ND 58501 (701) 255-1987, ext. 53*
EVERY CHILD A WINNER With Movement Education		*Martha F. Owens Irwin County Schools Box 141 Ocilla, GA 31774 (912) 468-7098*
EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)		*Ethna R. Reid, Director 2888 Highland Drive Salt Lake City, UT 84106 (801) 486-5083, 278-2334*
EXPERIENCE-BASED CAREER EDUCATION (EBCE)		*Harold Henderson, Director Appalachia Educational Laboratory P. O. Box 1348 Charleston, WV 25325 (304) 344-8371*
FAMILY ORIENTED STRUCTURED PRE-SCHOOL ACTIVITY (Seton Hall Program)		*Elaine McCormick Wray, Program Director Independent School District #742 Seton Hall 1204 7th Street South St. Cloud, MN 56301 (612) 253-5828*
EXPERIENCE-BASED CAREER EDUCATION (EBCE)		*Karen Chatham, Director, Developer/Demonstrator Project Far West Laboratory for Educational Research & Development 1855 Folsom St. San Francisco, CA 94103 (415) 565-3133*
FAST: Functional Analysis Systems Training		*Sonja K. Tweedie, Disseminator or Herbert H. Escott, Project Director Essexville-Hampton Public Schools 303 Pine Street Essexville, MI 48732 (517) 893-4533*

PROJECT IDENTIFICATION	Project *	PROJECT PERSONNEL and DETAILS
FLAGSTAFF REMEDIAL READING PROJECT (Title I)		*Lorraine Curry, Director of Elementary Curriculum* *Flagstaff Public Schools* *701 N. Kendrick* *Flagstaff, AZ 86001* *(602) 774-8781, ext. 75*
FLINT DIRECT INSTRUCTION FOLLOW-THROUGH PROJECT		*Marion Williams, Director* *923 E. Kearsley Street* *Flint, MI 48502* *(313) 762-1452*
FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM--LANGUAGE ARTS TUTORIAL PROGRAM		*James A. Moore* *Florida Department of Education* *Knott Building* *Tallahassee, FL 32304* *(904) 488-5470*
FOCUS Dissemination Project		*Sue Schillinger, Director* *Human Resource Associates, Inc.* *121 E. Second St.* *Hastings, MN 55033* *(612) 437-3976*
THE GLASSBORO RIGHT-TO-READ PROJECT		*Rosemary Howell, Project Specialist* *Carpenter Street & Bowe Boulevard* *Glassboro, NJ 08038* *(609) 881-6366*
HIT: High Intensity Tutoring		*Clarence L. Stone, Acting Director* *State and Federal Projects or* *Greg Byndbrian, Dissemination Specialist* *20 Bartlett* *Highland Park, MI 48023* *(313) 956-0160*
PROJECT HOME BASE		*Carol Jackson, Director* *Yakima Public Schools* *104 N. Fourth Avenue* *Yakima, WA 98902* *(509) 575-3295*

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
HOME START		*Lyn Riggs, Director* *Waterloo Community School District* *6028 Kimball Avenue* *Waterloo, IA 50701* *(319) 233-8491*
PROJECT I-C-E (Instruction-Curriculum-Environment)		*Robert J. Warpinski, Director* *Cooperative Educational Service Agency* *No. 9, 1927 Main Street* *Green Bay, WI 54301* *(414) 497-3755*
HOSTS: Help One Student to Succeed		*Bill Gibbons, Exec. Director* *HOSTS Non-Profit Corporation* *5802 MacArthur Boulevard* *Vancouver, WA 98661* *(206) 694-1705, 693-1775*
IMPROVEMENT OF BASIC READING SKILLS		*Edward M. Dodd, Coordinator* *Sylacauga City Schools* *P. O. Drawer B.* *Sylacauga, AL 35150* *(205) 245-5345, 249-0393*
INDIANAPOLIS BEHAVIOR ANALYSIS FOLLOW THROUGH PROJECT (I-BAFT)		*Bessie Chumley-Jones, Project Director* *901 N. Carrollton Avenue* *Indianapolis, IN 46202* *(317) 266-4137*
INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)		*Dianne Barr-Cole, Dissemination Coordinator* *P. O. Box 2367* *Pasco, WA 93302* *(509) 547-8441*
INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription and Evaluation		*Jeanette Alder, Project Director* *Roosevelt School* *Louisa Place* *Weehawken, NJ 07087* *(201) 865-2274*

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)		*Myron Judy, Administrator* *Educational Improvement Center South* *207 Delsea Drive, Route 47* *Rd. #4, Box 209* *Sewall, NJ 08080* *(609) 228-6000*
PROJECT INSTRUCT *Instructional System for Teaching Reading Using Continuous-Progress Technology*		*Mary Lou Merdan, Dissemination & Training Specialist* *4919 Stonecrest Terrace* *St. Joseph, MO 64506* *(816) 233-2939*
ATLANTA FOLLOW THROUGH PROJECT - INTERDEPENDENT LEARNING MODEL (ILM)		*Jeanne M. Gray, Coordinator* *Atlanta Public Schools* *Follow Through Resource Center* *2960 Forrest Hill Drive S.W.* *Atlanta, GA 30315* *(404) 762-7206*
IRIT: Intensive Reading Instructional Teams		*M. Beatrice Wood, Coordinator of Reading and Communication Arts* *249 High Street* *Hartford, CT 06103* *(203) 566-6036*
KANSAS CITY BEHAVIOR ANALYSIS (BA) FOLLOW THROUGH PROJECT #1: RESOURCE CENTER		*Mattie G. Story, Project Director* *1600 E. Linwood Boulevard* *Kansas City, MO 64109* *(816) 923-2290*
PROJECT KARE (Knowledgeable Action to Restore Our Environment)		*Matthew M. Hickey, Director* *Montgomery County Intermediate Unit #23* *McGinnis Office Building* *Route 73 & Butler Pike* *Blue Bell, PA 19422* *(215) 643-7600*
LEARNCYCLE: Responsive Teaching EIC-NW		Hilde Weisert, Project Instructional Director c/o Vernon High School Vernon, NJ 07462 (201) 875-9505, 692-0278

PROJECT IDENTIFICATION	Project *	PROJECT PERSONNEL and DETAILS
PROJECT LEARNING DISABILITIES: Early Identification and Intervention		Joan Eymard, Director, Special Education New Orleans Public Schools 731 S. Charles Avenue New Orleans, LA 70130 (504) 524-8592, ext. 351
LEARNING TO READ BY READING		Philip K. Glossa, Director 18 N. Banner Drive Senora, CA 95370 (209) 532-3556 or Orval S. Hillman, Director Reading Learning Center P.O.Box 497 Jamestown, CA 95327 (209) 984-5741
PROJECT REAL/LEBANON FOLLOW THROUGH PROJECT		Susan Koen, Coordinator 85C Mechanic Street Lebanon, NH 03766 (603) 448-3797
LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER		Amanda Elzy or John C. Thach, Coordinators Educational Service Building Hi-Way 82 West Greenwood, MS 38930 (601) 453-4819, 455-4107
MEDIA NOW		Ron Curtis, Director of Education Southwest Iowa Learning Resources Center 401 Reed Street Red Oak, IA 51566 (712) 623-4913
THE ME/ME DRUG PREVENTION EDUCATION PROGRAM		Artie Kearney, Project Director CESA #8, 107 N. Douglas St. Appleton, WI 54911 (414) 739-5217
THE MONTEVIDEO FOLLOW THROUGH RESOURCE CENTER'S INDIVIDUALIZED EARLY LEARNING PROGRAM		Candace Tobin, Resource Center Coordinator Sibley School Montevideo, MN 56265 (612) 269-5591

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
NEW ADVENTURE: Success Strategies for Reading & Language		June Johnson, Director W.T.Moore Elementary School Rt. 17, Dempsey Mayo Road Tallahassee, FL 32308 (904) 877-8595
NORTHERN CHEYENNE FOLLOW THROUGH PROJECT		Phyllis Big Left Hand, Director Lame Deer, MT 59043 (406) 477-6386
NORTHWEST SPECIAL EDUCATION (NWSE)		Joan Bonsness, Project Director Box 585 Lignite ND 58752 (701) 933-2532
OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: LEARNING THROUGH LITERATURE		Stanley K. F. Won, Director or Marilyn H. Jones, Demonstrator/Trainer 1011 Union Street Oakland, CA 94607 (415) 465-5073
OCCUPATIONAL VERSATILITY (OV)		John Lavender, Director Division of Technology Arizona State University Tempe, AZ 85281 (602) 965-7410
OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS		Jim D. Mason, Developer/Demonstrator Director Oklahoma Child Serv. Dem. Center Hillside School, Route 3 Cushing, OK 74023 (918) 225-4711, 225-1882
PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)		Marion M. Wilson, Director Early Education Ferguson-Florissant School District 655 January Avenue Ferguson, MO 63135 (314) 595-2354, 595-2355
PARENT READINESS EDUCATION PROGRAM (PREP)		Diane K. Bert, Project Director Redford Union School District 18499 Beech Daly Road Detroit, MI 48240 (313) 535-200, ext. 201 or 202

PROJECT IDENTIFICATION	Project ※	PROJECT PERSONNEL and DETAILS
PEGASUS-PACE: Continous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff--Personalized Approach to Continuous Education		Marie Sinclair, Project Director Tuscaloosa City Bd. of Education 1100 - 21st Street, East Tuscaloosa, AL 35401 (205) 758-2323
PERCEPTION		Milton Knobler, Director or Arlene Schor, Project Disseminator Union Township Bd. of Education 2369 Morris Avenue Union, NJ 07083 (201) 688-1200, ext. 257 or 288
POLLUTION CONTROL EDUCATION CENTER - PRIORITY ONE: ENVIRONMENT		Charles Murphy, Director or Arlene Schor, Project Disseminator Pollution Control Education Center 2369 Morris Avenue Union, NJ 07083 (201) 688-1200
POSITIVE ATTITUDE TOWARD LEARNING (PATL)		Charles Pelan, Director or John Zirges, Inservice Specialist/Evaluator Bethalto Unit #8 Schools 322 East Central Bethalto, IL 62010 (618) 377-5211
PROGRAMMED TUTORIAL READING		Edwin R. Cammack, Project Director Davis School District 45 East State Street Farmington, UT 84025 (801) 867-2291
PUBLIC SCHOOL 243/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM		June Douglas, Coordinator 1580 Dean Street Brooklyn, NY 11213 (212) 772-2888, 772-3022

PROJECT IDENTIFICATION	Project *	PROJECT PERSONNEL and DETAILS
PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)/ Community Planning Council on Educational Alternatives (CPCEA)		Chris Angermann or Geoff Smith, Coordinators 45 Nash Street New Haven, CT 06511 (203) 624-1357
PROJECT R-3: Readiness, Relevancy, and Reinforcement		Pauline E. Perazzo, Director 1635 Park Avenue San Jose, CA 95126 (408) 287-1111, 287-1112
READING/ENGLISH ROTATION PROJECT		Marcelyn Hobbs, Program Director Norris School McDuffie County Schools Thomson, GA 30824 (404) 595-3527
PROJECT READING IMPROVEMENT		W. C. Blackmore, ESEA Title I Director or Thelma D. Vines, Dissemination Coordinator P. O. Box 1239 Burgaw, NC 28425 (919) 259-2187
RE-ED SCHOOL OF KENTUCKY		Donald Alwes, Director or Pallen Nubia Starks, Dissemination Coordinator 1804 Bluegrass Avenue Louisville, KY 40215 (502) 268-2591, 368-2592
REMEDIATION OF LEARNING DEFICITS THROUGH PRECISION TEACHING: THE SACAJAWEA PLAN		Ray Beck, Project Director Special Education Center 801 2nd Avenue North Great Falls, MT 59401 (406) 791-2270
RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER		Virgie M. Binford, Project Coordinator Follow Through Program 301 N. Ninth Street Richmond, VA 23219 (804) 780-5341

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
RIGHT TO READ: Wilson Junior High School		Valerie G. Musso, Program Coordinator Woodrow Wilson Junior High 3838 Orange Avenue San Diego, CA 92105 (714) 280-1661, ext. 22
SCHOOL VOLUNTEER DEVELOPMENT PROJECT		Audrey Jackson, Director 1410 NE Second Avenue Miami, FL 33132 (305) 371-2491
SEAPORT: Student Education Assuring Positive Organized Reading Techniques		Mary C. Macioci, Coordinator of Grant Programs or Mary Jo Munroe, Disseminator Grant Programs Office Edward Street Newport, RI 02840 (401) 846-4700, 849-4588
SECONDARY CREDIT EXCHANGE PROGRAM		David W. Randall, State Coordinator P. O. Box 829 Connell, WA 99326 (509) 234-2021
ST. PAUL OPEN SCHOOL		David Evertz, Coordinator 97 E. Central Avenue St. Paul, MN 55101 (612) 222-7441
STAMM: Systematic Teaching and Measuring Mathematics		Glyn H. Sharpe, Project Director Jefferson County Schools 1209 Quail Street Lakewood, CO 80215 (303) 231-2341
STRATEGIES IN EARLY CHILDHOOD EDUCATION		Robert Schramm, Project Director 908 W. Main Street Waupun, WI 53963 (414) 324-4461

PROJECT IDENTIFICATION	Project #	PROJECT PERSONNEL and DETAILS
PROJECT SUCCESS FOR THE SLD CHILD		Richard Metteer, Director Wayne Middle School 312 Douglas Wayne, NE 68787 (402) 375-2230
TITLE I REMEDIAL READING PROGRAM		Louise Sears 701 Northwest 31 Avenue Fort Lauderdale, FL 33311 (305) 581-6410
TITLE ONE CORRECTIVE READING PROGRAM (TOCR)		James G. Howell, Director of Reading 1847 N. Chautauqua Wichita Public Schools USD 259 Wichita, KS 67214 (316) 268-7871
TRENTON FOLLOW THROUGH: BEHAVIOR ANALYSIS APPROACH		Dorothy N. Barber, Project Coordinator Follow Through Program Trenton Board of Education Administration Building 108 N. Clinton Avenue Trenton, NJ 08609 (609) 396-7646, ext. 405 or 406
TULARE FOLLOW THROUGH		Ione P. Waite, Director Tulare Follow Through Resource Center 909 E. Cedar, Suite B. Tulare, CA 93274 (209) 688-2892
U-SAIL: Utah System Approach To Individualized Learning		Carma M. Hales, Director 2971 Evergreen Avenue P. O. Box 9327 Salt Lake City, UT 84109 (801) 486-5491
VOCATIONAL READING POWER (VRP)		Thel Kocher The EXCHANGE 166 Peik Hall, Univ. of Minnesota Minneapolis, MN 55455 (612) 376-5297

PROJECT IDENTIFICATION	Project ☆	PROJECT PERSONNEL and DETAILS
WATERLOO FOLLOW THROUGH: INDIVIDUALIZED EARLY LEARNING PROGRAM		Dorothy Winter, Project Director Waterloo Community Schools 1516 Washington Street Waterlook, IA 50702 (800) 553-1775 (in Iowa, (319) 233-8461)
WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER		Harry Bowen, Associate Superintendent Waukegan Public Schools 1201 N. Sheridan Road Waukegan, IL 60085 (312) 336-3100, ext. 418 or 419
MODEL CLASSROOMS: Classroom Management		Sherry Avena 1312 W. Broadway Box 956 Moses Lake, WA 98837 (509) 765-5361
MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)		Norman Steinaker, Project Specialist Ontario-Montclair School District 950 West "D" Street P. O. Box 313 Ontario, CA 91761 (714) 983-7412, 983-9501, ext. 235

A - 001

Project:

ACTIVE: All Children Totally InVolved Exercising

Oakhurst, New Jersey

Descriptors:

- Adapted Physical Education
- Administrator Guide
- Behavioral Objectives
- Communication Problems
- Community Involvement
- Diagnostic Teaching
- Educational Objectives
- Educational Philosophy
- Elementary Education
- Exceptional Child Education
- Exceptional Child Services
- Financial Support
- Handicapped Children
- Individualized Programs
- Information Dissemination
- Interagency Cooperation
- Learning Activities
- Learning Disabilities
- Mentally Handicapped
- Motor Development
- Nutrition
- Perceptual Motor Learning
- Performance Based Education
- Performance Based Teacher Education
- Physical Education
- Physically Handicapped
- Physical Health
- Preschool Programs
- Program Development
- Program Planning
- Resource Guides
- Secondary Education
- Special Health Problems
- Student Evaluation
- Teacher Role
- Teaching Guides
- Teaching Techniques
- Visually Handicapped

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED143172 EC101561

Low Physical Vitality: An Individualized Physical Fitness Program.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

75 134p.; The document is one of the "Developmental and Adapted Physical Education" series; For related information see, EC 101 553-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($4.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

As one of the components of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit, the manual is designed to enable the educator to organize, conduct, and evaluate individualized-personalized physical education programs for children (aged 6 to 18 years) with low physical vitality (including those with mental retardation and learning disabilities). An introductory chapter covers definitions and student and teacher behavioral objectives. Chapter II explains procedures for diagnosing the physical fitness needs of children. A systematic procedure for assessing student progress effectively is described in Chapter III. Chapter IV shows the interrelationship between the diagnostic and prescriptive processes. Chapter V focuses on the evaluation of student progress at the end of a specific block of time so that a decision can be made regarding subsequent programing. A final chapter outlines tasks and activities which provide a cluster of learning experiences that will enhance those factors listed in the physical fitness screening instrument (described in Chapter II). Among appendixes are a low physical vitality flow chart and activity list, time prescription test directions and form, activities recommended for basic body types, and a list of supply and equipment needs. (SBH)

Descriptors: *Adapted Physical Education/ *Diagnostic Teaching/ Elementary Secondary Education/ *Handicapped Children/ *Individualized Programs/ *Learning Disabilities/ *Mentally Handicapped/ Physical Fitness/ Student Evaluation/ Teaching Guides

Identifiers: *Project ACTIVE

Descriptors:

CROSS REFERENCES:

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Section: A **TOPIC:** Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED 43171 EC101560

Postural Abnormalities: An Individualized Program.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

76 105p.; The document is one of the "Developmental and Adapted Physical Education" series: For related information see, EC 101 553-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

As one of the components of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit, the manual is designed to enable the educator to organize, conduct, and evaluate individualized-personalized programs for children in grades 4 through 12 with postural abnormalities. An introductory chapter covers definitions and student and teacher behavioral objectives. Recommended in Chapter II is a screening procedure (which includes the New York Posture Test and the Modified Iowa Posture Test) to appraise dynamic body mechanics. A systematic procedure for assessing student progress is explained in Chapter III. Chapter IV shows the interrelationship between the diagnostic and prescriptive processes. Chapter V focuses on the evaluation of student progress at the end of a specific block of time so that a decision can be made regarding subsequent programing. The exercises and activities described in Chapter VI are noted to provide a cluster of student learning experience that will improve factors (which include contracted arches) listed in the Physicians' Posture Examination Form. Appended are such materials as a glossary, a postural abnormalities flowchart and activity list, and a list of supply and equipment needs. (SBH)

Descriptors: *Adapted Physical Education/ *Diagnostic Teaching/ Elementary Secondary Education/ *Human Posture/ *Individualized Programs/ *Physically Handicapped/ *Student Evaluation/ Teaching Guides

Identifiers: *Project ACTIVE

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED143170 EC101559

Communication Disorders: An Individualized Program.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

76 151p.; The document is one of the "Developmental and Adapted Physical Education" series: For related information see, EC 101 553-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($4.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

As one of the components of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit. the manual is designed to enable the educator to organize. conduct, and evaluate individualized-personalized programs for children (kindergarten through high school) with communication disorders. An introductory chapter covers definitions and student and teacher behavioral objectives. Chapter II provides descriptions of the general problems manifested by children with communication disorders, suggested guidelines for the teacher, and a description of informal instruments used to assess individual student progress. A systematic procedure for assessing student progress is explained in Chapter III. Outlined in Chapter IV are suggestions and student learning experiences for visually handicapped, hard of hearing or deaf, and aphasic children. Chapter V focuses on the evaluation of student progress at the end of a specific block of time so that a decision can be made regarding subsequent programing. A final chapter includes sections which describe activities addressed to the following motor and physical factors: gross body coordination, balance and postural orientation, eye-hand coordination and accuracy, eye-foot accuracy, arm and shoulder strength, abdominal strength, explosive leg power, and cardiorespiratory endurance. Appended are such materials as a guide to the evaluation of posture and body alignment and a list of supply and equipment needs. (SBH)

Descriptors: *Adapted Physical Education/ Aphasia/ Aurally Handicapped/ *Communication Problems/ *Diagnostic Teaching/ Elementary Secondary Education/ *Individualized Programs/ Motor Development/ *Student Evaluation/ Teaching Guides/ Visually Handicapped

Identifiers: *Project ACTIVE

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED143169 EC101558
Breathing Problems: An Individualized Program.
Vodola, Thomas M.
Ocean Township Board of Education, Oakhurst, N.J.
76 87p.: The document is one of the "Developmental and Adapted Physical Education" series: For related information see, EC 101 553-561: Some parts may reproduce poorly
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.: 72-34;
Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($4.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

As one of the components of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit, the manual is designed to enable the educator to organize, conduct, and evaluate individualized-personalized physical education programs for children (prekindergarten through high school) with breathing problems. An introductory chapter covers definitions and student and teacher behavioral objectives. Chapter II explains procedures for identifying the needs of children who suffer from breathing problems and techniques for gathering preprogram information in terms of vital capacity, cardiorespiratory endurance, and self concept. A systematic procedure for assessing student progress effectively is described in Chapter III. Chapter IV shows the interrelationship between the diagnostic and prescriptive processes. Chapter V focuses on the evaluation of student progress at the end of a specific block of time so that a decision can be made regarding subsequent programing. A final chapter outlines diaphragmatic breathing exercises and cardiorespiratory endurance activities designed to strengthen abdominal musculature and proper breathing technique and lead to more efficient and effective utilization of the heart, lungs, and circulatory system. Among appendixes are a flow chart and activity checklist, vital capacity norms, and a list of supply and equipment needs. (SBH)

Descriptors: *Adapted Physical Education/ *Diagnostic Teaching/ Elementary Secondary Education/ *Individualized Programs/ Preschool Education/ *Special Health Problems/ *Student Evaluation/ Teaching Guides
Identifiers: *Project ACTIVE/ *Respiratory System

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED143168 EC101557

Developmental Physical Education--Low Motor Ability: An Individualized Program for Enhancing Motor and Perceptual Motor Performance. Second Edition.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

76 203p.; The document is one of the "Developmental and Adapted Physical Education" series; For related information see, EC 101 552-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($6.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

As one of the components of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit, the manual is designed to enable the educator to organize, conduct, and evaluate individualized-personalized physical education programs for prekindergarter through secondary level mentally retarded or learning disabled children. Covered in an introductory chapter are the rationale for motor/perceptual-motor programing definitions, and student and teacher behavioral objectives. Provided in Chapter II are eight instruments for diagnosing the developmental needs of children so that motor and perceptual-motor activities can be individually prescribed. A systematic procedure for assessing student progress efficiently is explained in Chapter III. Chapter IV shows the interrelationship between the diagnostic and prescriptive processes. Chapter V focuses on evaluation of student progress at the end of a specific block of time so that a decision can be made regarding subsequent programing. Tasks and activities are described in Chapter VI which provide a cluster of student learning experiences that will enhance the factors (such as gross body coordination) listed in the motor ability test and perceptual motor screening instrument. Appendixes include flow charts and checklists, a list of supply and equipment needs, characteristics of students who need perceptual-motor training, and guidelines for establishing a summer program. (SBH)

Descriptors: *Adapted Physical Education/ *Diagnostic Teaching/ Elementary Secondary Education/ *Individualized Programs/ *Learning Disabilities/ *Mentally Handicapped/ Motor Development/ *Perceptual Motor Learning/ Preschool Education/ Student Evaluation/ Teaching Guides

Identifiers: *Project ACTIVE

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED143167 EC101556

Nutritional Deficiencies: An Individualized Program.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

75 122p.: The document is one of the "Developmental and Adapted Physical Education" series: For related information see, EC 101 553-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

As one of the components of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit, the manual is designed to enable the educator to organize, conduct, and evaluate individualized-personalized physical education programs for obese children (primary through secondary level). An introductory chapter on obesity includes a definition of nutritional deficiencies and student and teacher objectives. Chapter II explains procedures for diagnosing the developmental needs of students. Reviewed in Chapter III are procedures for both objective and subjective appraisal of student performance. Chapter IV shows the interrelationship between the diagnostic and prescriptive processes with sections on skills necessary to individualize instruction, some pretest data and clues to enable the teacher to translate the information into a meaningful program, and information on the role of the teacher and noninstructional variables that contribute to an effective program. Chapter V focuses on the evaluation of student progress at the end of a specific block of time so that a decision can be made regarding subsequent programing. A final chapter describes exercises and activities (either endurance or strength building) structured to provide a cluster of student learning experiences which in conjunction with the proper caloric intake will enable a student to gain, lose, or maintain a body weight that is consistent with body structure. Among appendixes are a list of supply and equipment needs and a nutritional data report form. (SBH)

Descriptors: *Adapted Physical Education/ *Body Weight/ *Diagnostic Teaching/ Dietetics/ Elementary Secondary Education/ Exercise (Physiology)/ *Individualized Programs/ Nutrition/ Special Health Problems/ *Student Evaluation/ Teaching Guides

Identifiers: *Obesity/ *Project ACTIVE

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising.

Project Site: Oakhurst, New Jersey

ED143166 EC101555

Motor Disabilities or Limitations: An Individualized Program.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

76 106p.: The document is one of the "Developmental and Adapted Physical Education" series; For related information see, EC 101 553-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

As one of the components of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit. the manual is designed to enable the educator to organize. conduct, and evaluate individualized-personalized physical education programs for children (prekindergarten through high school) with motor disabilities or limitations. An introductory chapter includes definitions and criterion-referenced objectives which provide a basis for evaluating student and teacher performance. In Chapter II, procedures for testing, assessing, prescripting, and evaluating the physical fitness and motor performance of children are outlined and an instrument for gathering information related to the self-esteem of students in the program is provided. Recommended in Chapter III are learning experiences to involve both the students and teacher in the training program. Described in Chapter IV are tasks and activities intended to provide exercises directed to all parts of the body. Appended materials include a motor disabilities/limitations flow chart and activity checklist. a glossary, and a behavioral performance chart. (SBH)

Descriptors: *Adapted Physical Education/ *Diagnostic Teaching/ Elementary Secondary Education/ Exercise (Physiology)/ *Individualized Programs/ Learning Activities/ Motor Development/ *Physically Handicapped/ Preschool Education/ *Student Evaluation/ *Teaching Guides

Identifiers: *Project ACTIVE

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED143165 EC101554

Developmental and Adapted Physical Education: A Competency-Based Teacher Training Manual.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

75 270p.: The document is one of the "Developmental and Adapted Physical Education" series; For related information, see EC 101 553-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($7.50)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Presented is the competency-based teacher training manual for Project ACTIVE (All Children Totally Involved in Exercising), a program designed for training educators to organize, conduct, and evaluate individualized-personalized physical education programs for handicapped students, prekindergarten through high school. The first three chapters cover features of a successful competency-based training program, an outline for a teacher inservice program, and PERT (Program Evaluation and Review Technique) network guidelines for program development (including program activity checklists covering various handicapping conditions). The remaining eight chapters provide information on definitions, behavioral objectives, testing, assessment, prescription, evaluation, and student learning experiences relating to the following exceptionalities: low physical vitality, low motor ability, postural abnormalities, nutritional deficiencies, mental retardation and learning disabilities, breathing problems, motor disabilities or limitations, and communication disorders. Appendixes include a list of supply and equipment needs, medical excuse and master scheduling forms, and a prekindergarten screening test. (SBH)

Descriptors: *Adapted Physical Education/ Behavioral Objectives/ Definitions/ *Diagnostic Teaching/ Elementary Secondary Education/ Exceptional Child Education/ *Handicapped Children/ *Individualized Programs/ Learning Activities/ Manuals/ *Performance Based Teacher Education/ Preschool Education/ Student Evaluation/ Testing

Identifiers: *Project ACTIVE

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED143164 EC101553

A.C.T.I.V.E. Administrator's Guide: Organizational and Administrative Strategies.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

77 108p.; The document is one of the "Developmental and Adapted Physical Education" series; For related information, see EC 101 553-561; Some parts may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Presented is the administrative guide for Project ACTIVE (All Children Totally Involved Exercising) designed to assist school districts or agencies in training educators to organize, conduct, and evaluate individualized-personalized physical education programs for handicapped students, prekindergarten through high school. Chapter I provides the administrator with the justification for adoption, including the program's compliance with state and federal statutes. Included in Chapter II are a brief overview of the ACTIVE program and insight into its exemplary features (competency based teaching and individualized-personalized learning). Chapters III through V provide guidelines for operationalizing the program in three stages: pre-program planning which focuses on the activities that must be completed prior to program installation; program implementation which provides specific guidelines for initiating the diagnostic-prescriptive process within one class, establishing an advisory council and delineating the functions, role expectations, and responsibilities of committee members, and installing the program at the elementary and secondary levels; and post-program activities which stress the importance of evaluation and communication as two viable strategies for engendering school-community support of the program. Appended materials include medical excuse forms; tables reflecting Project ACTIVE supply and equipment needs; the ACTIVE evaluation design; a table on the diagnostic-prescriptive analysis of motor performance; an outline of the course of study; and a list of policies, rules, and regulations. (SBH)

Descriptors: *Adapted Physical Education/ *Administrator Guides/ *Diagnostic Teaching/ Elementary Secondary Education/ Exceptional Child Education/ *Handicapped Children/ *Individualized Programs/ *Performance Based Teacher Education / Preschool Education/ Program Descriptions/ Program Development/ Program Evaluation

Identifiers: *Project ACTIVE

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ACTIVE - All Children Totally Involved Exercising

Project Site: Oakhurst, New Jersey

ED144317 EC102365

A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services.

Vodola, Thomas M.

Ocean Township Board of Education, Oakhurst, N.J.

77 170p.: The document is one of the "Developmental and Adapted Physical Education" series : Some parts may be marginally legible due to small type

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 72-341

Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 ($6.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Intended for teachers, the resource manual presents information on a nationally validated Title III adapted physical education program. An introductory chapter provides an overview of the manual, an explanation of the manual's organization and structure, and definitions. Chapter II describes Project ACTIVE's (All Children Totally Involved Exercising) internal network, detailing the interrelationships that should be established to ensure viable adoptions and realistic monitoring. Chapter III discusses the importance of creating a state and national awareness of the ACTIVE program through the formation of an external network. Chapter IV includes specific sources of information and services dealing with the needs of the handicapped population in general. The final chapter is devoted to grantsmanship with sections on criteria and guidelines for proposal development and sources of state and federal funds. (Author/SBH)

Descriptors: *Adapted Physical Education/ Elementary Secondary Education/ Exceptional Child Services/ Federal Aid/ *Financial Support/ *Handicapped Children/ *Information Dissemination/ Interagency Cooperation/ *Program Planning/ *Publicize, Resource Guides/ State Aid/ *Teacher Role

Identifiers: *Project ACTIVE

Descriptors:

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A - 002

Project:

Added Dimensions to Parent and Preschool Education

Lakewood, Colorado

Descriptors:

- Differential Staffing
- Early Childhood Education
- Educational Objectives
- Intervention
- Parent Participation
- Preschool Programs
- Program Evaluation
- Screening Tests

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Added Dimensions to Parent and Preschool Education

Project Site: Lakewood, Colorado

ED122954 88 PS008589

A Parent Education and Preschool Program with Added Dimensions.

Jefferson County Public Schools, Lakewood, Colo.

75 38p.; For related documents, see PS 008 590 and PS 008 591

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Jefferson County Public Schools, Early Childhood Education, 1203 Quail Street, Lakewood, Colorado 80215 (Paper, no charge)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

This booklet describes the Title III ESEA Program, "Added Dimensions to Parent and Preschool Education," which was designed and implemented by the Jefferson County Public Schools in Lakewood, Colorado. The objectives, history, description, and evaluation of the Jefferson County Program are presented as well as detailed information on the procedures for starting up such a program. A list of materials available from the program and their prices are also included, along with a bibliography of reading materials for parents and early childhood educators. (JMB)

Descriptors: Differentiated Staffs *Early Childhood Education/ Home Visits/ Intervention/ Objectives/ Parent Education *Parent Participation/ *Preschool Programs/ Program Costs/ *Program Descriptions/ *Program Evaluation/ Screening Tests/ Training

Identifiers: Colorado (Jefferson County)/ *Elementary and Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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A - 003

Project:

project Adventure

Hamilton, Massachusetts

Descriptors:

Aesthetic Education
Art Education
Bicycling
Biological Sciences
Camping
Class Activities
Cocurricular Activities
Community Involvement
Concept Formation
Conservation Education
Curriculum Development
Curriculum Guides
Educational Alternatives
Environmental Education
Environmental Influences
Equipment
Experiential Learning
Field Trips
Group Dynamics
High School Students
Inner Cities
Instructional Trips
Interdisciplinary Approach
Interpersonal Relationships

Learning Activities
Outdoor Education
Perceptual Development
Physical Education
Physical Health
Problem Solving
Process Education
Program Descriptions
Program Development
Program Planning
Psychological Needs
Role Playing
Science Education
Secondary Education
Social Studies
Staff Improvement
Student Centered Curriculum
Student Participation
Teaching Guides
Teaching Techniques
Urban Areas
Urban Culture
Urban Environment
Urban Youth

003

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Adeventure

Project Site: Hamilton, Massachusetts

ED150246# UD017952

Urban Awareness: A Field Trip.

78 18p.; Prepared by Project Adventure Staff

Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($.50)

Document Not Available from EDRS.

A description of a Title III funded project is presented in this paper. The project, Urban Awareness, involves an urban field trio for high school students from suburban areas. Every year, at least five classes from suburban Hamilton spend a school day in Boston's North End and Roxbury districts as a means of studying the city and its ethnic neighborhoods. Both teachers and students see the experience as critical in understanding issues in urbanology and minority group courses. One of the learning objectives of the program is to diminish stereotyped responses and misinformation about the city and its ethnic minorities through contact and first hand information-gathering. The students in the program were to do the following: (1) write a position paper on a current issue in city planning or government, (2) cite 5 examples of ethnic or cultural diversity within an urban neighborhood that they had actually seen, and (3) complete a worksheet containing a series of questions. Advice for teachers when planning an urban expedition is given. The appendix includes the student worksheet. (Author/AM)

Descriptors: *Class Activities/ *Field Trips/ High School Students/ Program Content/ *Program Descriptions/ *Suburban Schools/ *Urban Areas/ *Urban Culture

Identifiers: *Elementary Secondary Education Act Title III/ Massachusetts (Boston)/ Massachusetts (Hamilton)

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Adventure

Project Site: Hamilton, Massachusetts

ED148550# RC010310

Cranking Out Adventure: A Bike Leader's Guide to Trial and Error Touring.

Rohnke, Karl

77 46p.

Project Adventure, P.O. Box 157, Hamilton, Massachusetts 01936 ($3.00)

Document Not Available from EDRS.

The product of a 3,355 mile bicycle trip involving a co-ed group of teenagers and a leader (N=12), this guide to bike riding trips presents practical and philosophical insights gained by the Project Adventure leader who conducted the trip. Detailed lists of pre- and on-trip requirements are presented. Specifically, there are sections devoted to each of the following: pre-trip conditioning; recommended changes in bicycle components (technical information re: bicycle parts, purchasing, etc.); miscellaneous bike and gear information; clothes and comfort items; wet weather riding; safety (specific dangerous situations are described and a number of safety tips are presented); medical problems; emergency first aid (training necessary and kit contents); hygiene; alcohol, cigarettes, narcotics, and other crutches (not allowed); bike repair and maintenance; flat tires (step by step instructions for fixing a flat most efficiently); the bicycle as a whipping post (taking out frustrations on the bike); night riding; group travel (group interaction); resting and pacing; gear ego (use of a gear appropriate to the situation); uphill vs downhill biking; the use of an odometer; drafting or slip streaming (riding behind another biker); motorized transportation; wind; boredom; junk food; gourmet section; eating and cooking utensils; camping; insects; mail stops and phone calls; the barn door phenomenon (desire to get home); being lost (what to do); liability; photography; publicity; bridges and ferries; traveller's checks; a leader's approach; journal notes; and copy of cross-continent trip presentation. (JC)

Descriptors: *Bicycling/ *Camping/ Clothing/ Costs/ *Equipment/ Equipment Maintenance/ First Aid/ Food/ Group Activities/ *Guides/ *Instructional Trips/ *Outdoor Education/ Physical Fitness/ Planning/ Psychological Needs/ Recreational Activities/ Safety/ Secondary Education

Identifiers: *Adventure Activities/ Experiential Learning

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Adventure

Project Site: Hamilton, Massachusetts

ED148549# RC010309

Going Camping? A Basic Guide to Camping with Students.

77 39p.

Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($2.00)

Document Not Available from EDRS.

Beginning with the "often overlooked areas", this guide to camping trips for secondary students presents initial planning procedures such as: site selection; number of leaders per number of students (2 leaders for each group of 10-12); parental permission forms; transportation arrangements; public school announcements; medical aid expertise and medical forms; consideration of potential weather conditions; rules regarding drugs and the like; safety consciousness; and staff involvement (types of leadership). The "more obvious preparations" are also detailed as follows: equipment and equipment responsibilities (clothing and individual equipment, including sample lists for weekend trips to Cape Cod in December and New Hampshire in the early fall and February); group equipment (shelter; tarps; ground sheets; sleeping bags; sleeping pads; cooking gear; stoves; food, including some sample menus; first aid supplies; and other things such as trash bags, extra cord, and cameras). Suggestions on "when you get there" are directed toward: setting up camp; environmental concerns; the division of labor; and sleep and noise. Suggestions for terminating the trip smoothly include providing for: phone availability, equipment check in by "fresh labor", and pre-determined custodial arrangements. The appendices of this document include: the Project Adventure Equipment Policy; a list of outdoor equipment suppliers; and a sample parent permission letter. (JC)

Descriptors: *Camping/ Clothing/ *Equipment/ First Aid/ Food / *Guides/ Instructional Trips/ Leadership/ *Needs/ *Outdoor Education/ *Planning/ Policy Formation/ Program Development/ Records (Forms)/ Safety/ Secondary Education/ Site Selection/ Transportation

Identifiers: *Adventure Activities

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Adventure

Project Site: Hamilton, Massachusetts

ED148548# RC010308

Teaching Through Adventure: A Practical Approach.

76 97p.

Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($4.50)

Document Not Available from EDRS.

Presenting four basic adventure education concepts as defined by Project Adventure (a Demonstrator/Developer Project within the National Diffusion Network and operating out of Massachusetts), this book describes a number of successful high school and middle high adventure programs. Major adventure education concepts are identified as: adventure (an emotional context wherein students are given opportunity to feel and know involvement); cooperation (working in a group toward a common goal which cannot be accomplished individually); linkage between direct experiences and classroom concepts; and the perception of education as the integration of an individual's physical, emotional, social, intellectual, and aesthetic personality. The program descriptions are presented in terms of learning and teaching objectives, the experience itself, evaluation, and followup and include the following: a "mud walk" by a secondary biology class; an experiment in defining education via research and a trip to four differing schools by an eighth grade English class; a "texture walk" by a senior high's advanced art class; action seminars (half-day interdisciplinary semester courses which focus on learning through activity and which result in a tangible product--a Greek feast, for example); and a three-day trip to Cape Cod for 200 students in field biology. This document also includes some practical considerations for developing an adventure curriculum (emphasis on planning, implementation, and followup problems). (JC)

Descriptors: Activity Learning/ Art/ Biological Sciences/ Camping/ *Concept Formation/ Curriculum Development/ *Curriculum Guides/ Educational Objectives/ English Curriculum / Field Trips/ Group Activities/ Interdisciplinary Approach/ *Outdoor Education/ Planning/ *Program Descriptions/ Program Development/ Program Evaluation/ *Secondary Education

Identifiers: *Adventure Activities/ *Experiential Learning

Descriptors:

CROSS REFERENCES:

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Document(s): 003	1	***Document(s):***	

A - 004

Project:

AIRS: Andover's Individualized Reading System

Andover, Massachusetts

Descriptors:

Basic Skills
Exemplary Reading Programs
Individualized Reading
Primary Programs
Reading Diagnosis

Reading Improvement
Reading Instruction
Reading Programs
Reading Skills
Resource Centers
Right to Read

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: AIRS - Andover's Individualized Reading System

Project Site: Andover, Massachusetts

ED108142 CS001910

Andover's Individualized Reading System (AIRS).

Andover Public Schools, Mass.

74 6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program is designed for the elementary school children of Andover, Massachusetts. These children are from high-income families and usually perform well in school. The program begins with individualized instruction in basic reading skills. Children are pretested and then assigned specific lessons. Skill instruction, for an individual or a small group, is followed by individually paced work on practice sheets, and a posttest. The teacher checks the posttest and then plans the student's next activities. When the students are able, they spend over half their time on individualized reading and free reading, and in discussions with the teacher about what they have read. (WR/AIR)

Descriptors: *Effective Teaching/ Elementary Education/ *Individualized Reading/ Reading Development/ *Reading Instruction/ *Reading Programs

Identifiers: Effective Reading Programs/ *Exemplary Reading Programs/ Right to Read

Descriptors:

CROSS REFERENCES:

Section:	**Page(s):**	**Section:**	**Page(s):**
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A - 006

Project:

Alphaphonics: Reading Readiness Training Program

San Francisco, California

Descriptors:

- Bilingual Education
- Exemplary Reading Programs
- Kindergarten
- Phonics
- Reading Diagnosis
- Reading Instruction
- Reading Programs
- Reading Readiness
- Right to Read

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Alphaphonics - Reading Readiness Training Program

Project Site: San Francisco, California

ED108144 CS001912

Alphaphonics Reading Readiness Training Program.

South San Francisco Unified School District, Calif.

74 7p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program uses an organized phonics system to increase the reading readiness of one school's kindergarten children, many of whom have bilingual parents. In a careful sequence of activities, the children learn to name, sound, and write one letter at a time. The program includes a number of devices to motivate pupils and catch their interest, including an imaginary character from outer space who provides frequent rewards. Each child, when ready, is encouraged to begin reading stories and books, and receives special rewards for these achievements. (WR/AIR)

Descriptors: *Effective Teaching/ Kindergarten Children/ Phonics/ Primary Education/ Reading Development/ *Reading Instruction/ *Reading Programs/ *Reading Readiness

Identifiers: Effective Reading Programs/ *Exemplary Reading Programs/ Right to Read

Descriptors:

CROSS REFERENCES:

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A - 007

Project:

ALP: Alternative Learning Project

Providence, Rhode Island

Descriptors:

- Alternative Schools
- Basic Skills
- Counseling
- Decision Making
- Educational Alternatives
- Educational Objectives
- Faculty Handbooks
- Financial Support
- High School Students
- Instructional Staff
- Program Budgeting
- Program Descriptions
- Secondary Education
- Student Participation

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ALP - Alternative Learning Project

Project Site: Providence, Rhode Island

ED128482 UD016231

The Alternate Learning Project: Staff Handbook 1975-1976.

Providence Public Schools, R.I.

75 6p.; This document is available only in microfiche due to the print quality of the original document

Alternate Learning Project, 180 Pine Street, Providence, R. I. 02903 (Price not quoted)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The purpose of this handbook is to orient staff to the many facets of the Alternative Learning Project, a community based public high school that provides an opportunity for its students to forge a new relationship between their education and the city in which they live. The project was established as an educational setting for the many students in the Providence, Rhode Island secondary schools whose opportunities for diverse learning experiences were limited. It includes aspects of history so the current staff will not completely rediscover old learnings or repeat past mistakes; concurrently, the history is included so that individual memory and the oral tradition are not the only sources of knowledge. The handbook clarifies practices so that the entire staff can systematically make the school a humane learning setting that empowers its students with skills and self-worth. The following is a listing of the areas discussed: (1) general explanation of the Alternate Learning Project; (2) participants in the school: responsibilities and rights; (3) governance and decision making; (4) counseling; (5) curriculum; (6) general policy and everyday procedures; and, (7) calendar. Among the samples included are a planning worksheet, site placement evaluation, and independent study contract. (Author/AM)

Descriptors: Counseling/ Curriculum/ Decision Making/ *Educational Objectives/ Educational Policy/ High School Students/ *Historical Reviews/ *Instructional Staff/ Policy Formation/ *Program Content/ Public Schools/ Resource Materials/ Secondary Education/ Staff Improvement/ *Staff Orientation/ Student Participation/ Teacher Participation

Identifiers: *Alternate Learning Project/ Faculty Handbooks/ *Rhode Island (Providence)

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ALP - Alternative Learning Project

Project Site: Providence, Rhode Island

ED121931 UD015993

Funding an Alternative School.

Alternate Learning Project, Providence, R.I.

74 10p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Several types of funding for alternative schools such as list books on Federal grants, foundations, and other sources of money are described in this paper, along with explanations about some of the ways in which an alternative school budget differs from that of a traditional school. Probably the best option from the point of view of stability is being funded by the public school system. This route also offers great advantages in terms of the amount of influence the program can have on more traditional schooling. However, an important difficulty to public funding is the tendency of a traditional system to attempt to make the alternative program conform to its ways. Start-up funding has been, until 1975, available from the Federal government in the form of an ESEA Title III grant. This avenue seems to be closing, but Federal funds are still available for a host of needs. Grants from private institutions and foundations are also available, yet these funds require considerable time and work to get and must be continually renewed. Tuition, as well as fund-raising through direct mail, solicitation of contributions, and some less traditional alternative methods such as the possibility of funding through operating a business or making things to sell are also mentioned. That flexibility is the essential ingredient of an alternative schools' budget as compared with that of a traditional school is highlighted. (Author/AM)

Descriptors: *Alternative Schools/ *Bibliographies/ Comparative Analysis/ Educational Alternatives/ Educational Finance/ Federal Aid/ Financial Problems/ *Financial Support/ Private Financial Support/ *Program Budgeting/ Program Costs/ *Public School Systems/ School Funds

Identifiers: *Project Alternate Learning/ Rhode Island (Providence)

Descriptors:

CROSS REFERENCES:

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Document(s): 007

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A - 008

Project:

Arizona Consortium for Individualized Learning (ACIL)

Mesa, Arizona

Descriptors:

Basic Skills

Elementary Education

Individualized Instruction

Instructional Design

Teaching Techniques

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ACIL - Arizona Consortium for Individualized Learning

Project Site: Mesa, Arizona

EJ155094 EA508247
Individualized Learning: An Achievable Goal for All
Webb, L. Leon; Howard, Theresa E.
Educational Leadership, 34, 5, 356-360 Feb 77

Describes the Arizona Consortium for Individualized Learning (ACIL) program, which has been implemented in 52 Arizona schools in grades K-6. (JG)

Descriptors: *Individualized Instruction/ *Instructional Programs/ *Program Descriptions/ Models/ Classroom Techniques/ Elementary Education

Identifiers: Arizona Consortium for Individualized Learning/ Arizona

Descriptors:

CROSS REFERENCES:

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A - 009

Project:

Behavior Analysis Resource Center (BARC) - (Pratt-Arnold School)

Philadelphia, Pennsylvania

Descriptors:

- Achievement Gains
- Achiement Tests
- Administrative Attitudes
- Administrator Guides
- Ancillary Services
- Attendance Patterns
- Basic Skills
- Behavior
- Classroom Observation Techniques
- Comparative Analysis
- Compensatory Education
- Computer Oriented Programs
- Delinquency Prevention
- Early Childhood Education
- Educationally Disadvantaged
- Elementary Education
- Elementary School Students
- Evaluation Methods
- Intervention
- Kindergarten
- Mathematics Instruction
- Parent Attitudes
- Parent Participation
- Primary Programs
- Problem Solving
- Process Education
- Program Attitudes
- Program Evaluation
- Project Follow Through
- Reading Instruction
- Resource Centers
- Resource Teachers
- School Improvement
- Staff Improvement
- Student Teacher Relationship
- Teacher Aides
- Teaching Techniques

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: BARC - Behavior Analysis Resource Center

Project Site: (Pratt-Arnold School) - Philadelphia, Pennsylvania

ED143436 PS009461

Continuance and Transience Among Teachers and Pupils in the Follow Through Program in Philadelphia, 1971-1975. Report No. 7709.

Lukshus, Anne M.

Philadelphia School District, Pa. Office of Research and Evaluation.

Jul 76 51p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 460, PS 009 462

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-G-007502171

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This report on Follow Through teacher and pupil retention in 18 Philadelphia public schools presents continuance-transience data for the school years 1971-72 through 1974-75. Data are summarized by program model and by total program, with teacher numbers and percentages for each model aggregated by grade (K-3) as well. There were 350 teachers assigned to the Follow Through program during the four-year span who remained at least five months in each year after assignment; of these, 59% continued through 1974-75. Of the 7,936 pupils entering the program during the four years and remaining at least five months in their initial year, 64% continued through 1974-75. Pupils with Head Start or equivalent experience continued in the program at a significantly higher rate than non-Head Start children, in both total program and individual models. Of the seven program models--EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent--the Philadelphia Process model had the highest teacher-retention rate (73%), while the Florida Parent model showed most teacher mobility (46%). Highest continuance rates for all pupils were consistently found in the Bank Street model, with the Florida Parent and Bilingual models showing most pupil mobility. It is concluded that (1) the teacher retention rate is sufficiently high to ensure continuity of treatment, and (2) pupils remain in the program over a sufficient amount of time to receive its planned benefits. (Author/BF)

Descriptors: Comparative Analysis/ *Compensatory Education Programs/ *Demonstration Programs/ *Early Childhood Education/ *Faculty Mobility/ Program Evaluation/ *School Holding Power/ *Student Mobility/ Student Teacher Relationship

Identifiers: Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: BARC - Behavior Analysis Resource Center

Project Site: (Pratt-Arnold School), Philadelphia, Pennsylvania

ED143435 PS009460

Follow Through Pupil Absence Rates in Philadelphia, 1974-1975. Report No. 7701.

Lukshus, Anne M.

Philadelphia School District, Pa. Office of Research and Evaluation.

Jun 76 63p.: For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 461-462

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-G-007502171

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent. Tables and graphs comprise approximately half of this report. (Author/BF)

Descriptors: *Attendance/ *Attendance Patterns/ Attendance Records/ Comparative Analysis/ *Compensatory Education Programs/ *Demonstration Programs/ *Early Childhood Education/ Early Experience/ Program Evaluation/ Truancy

Identifiers: Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: BARC - Behavior Analysis Resource Center

Project Site: (Pratt-Arnold School), Philadelphia, Pennsylvania

ED142311 PS009420
A Summary of Four Major Evaluation Reports on Follow Through in Philadelphia, 1975-1976.
Goodwin, Judith
Philadelphia School District, Pa. Office of Research and Evaluation.
May 77 29p.; For related documents, see PS 009 418-419
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: 77142
Grant No.: OEG-G-007-502-171
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This paper presents summaries of four evaluation reports on Follow Through programs in Philadelphia, grades K-3. Section I compares the reading and mathematics achievement of children from 1971-1976 in the various Follow Through models. Included in the evaluation are the Behavior Analysis, Bank Street, Parent Implemented, Philadelphia Process, Educational Development Center, Florida Parent, and Bilingual models. Results indicate that the Behavior Analysis Model produced the greatest positive effects in reading and mathematics achievement. Section II of the report surveys personnel and parent perceptions of the program and indicates that the majority of those surveyed considered the program effective for enhancing the children's personal, social, and academic development. Section III summarizes levels of supportive services (medical, dental, psychological and social) and parent involvement. The report indicates a decrease in the level of supportive services being utilized. Section IV surveys school personnel's perceptions of the Follow Through Expansion Programs, indicating positive perceptions for the majority of staff members. Descriptions of the programs, sources of additional information, and descriptions of tests and questionnaires used for the evaluation are included in the paper. (BRD)

Descriptors: Academic Achievement/ Administrator Attitudes/ Ancillary Services/ *Compensatory Education Programs/ *Educationally Disadvantaged/ *Educational Programs/ Elementary Education/ Mathematics/ Parent Attitudes/ Parent Participation/ Personal Growth/ *Primary Education/ *Program Evaluation/ Questionnaires/ Reading/ Social Development/ Teacher Attitudes
Identifiers: *Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: BARC - Behavior Analysis Resource Center

Project Site: (Pratt-Arnold School), Philadelphia, Pennsylvania

ED131095 TM005796

Follow Through Expansion Pre-Program Data, 1975. Report Number 7642.

Goodwin, Judy; Lukshus, Anne M.

Philadelphia School District, Pa. Office of Research and Evaluation.

Oct 75 42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Follow Through Expansion Program involved 46 schools in all eight districts of Philadelphia, Pa. The program was instituted at the kindergarten level in March, 1975. Five model options were proposed for implementation on the basis of previous evaluation findings regarding the original Follow Through Program in Philadelphia. Of these, four were selected by the participating schools: Option 1: a local adaption of the Behavior Analysis model, Option 2: a Behavior Analysis/Bank Street combination, Option 3: a Behavior Analysis/Bilingual combination not selected by the participating schools, Option 4: a local adaption of the Bank Street model, and Option 5: a Bank Street/ Bilingual combination. Pre-program questionnaires were completed by principals, resource teachers, teachers, and aides, and yielded background information on program personnel as well as pre-program attitudes. The majority of principals indicated that they were satisfied with the model assigned to them and that they expected Follow Through to have a strong effect on pupil achievement, parent participation, staff development and the motivation of instructional personnel. Sixty-seven percent of the teachers also evidenced positive reactions to the news of the expansion program. Option 4 teachers elicited the highest percentage of positive responses and Option 2 the lowest. Aides indicated increased clarity after training but somewhat lower enthusiasm, possibly due to previous training which emphasized a different instructional orientation at the kindergarten level. (Author/RC)

Descriptors: *Compensatory Education Programs/ *Educational Background/ Elementary Education/ Elementary School Teachers/ Principals/ *Program Attitudes/ Questionnaires/ Resource Teachers/ Teacher Aides

Identifiers: Pennsylvania (Philadelphia)/ Philadelphia Pennsylvania Public Schools/ *Project Follow Through

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: BARC - Behavior Analysis Resource Center

Project Site: (Pratt-Arnold School), Philadelphia, Pennsylvania

ED126125 95 TM005381

The Behavior Analysis Follow Through Evaluation Strategy: A Multifaceted Approach.

Green, Dan S.; And Others

International Federation on Ageing, Washington, D.C.

Apr 76 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G-00750226; OEG-9-8-522422-4433

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Behavior Analysis (BA) approach to Project Follow Through, a federally funded education intervention program, has reversed the trend of academic failure of poor children by improving the educational experience of poor children from 12 communities in the urban East, Midwest, rural South, and on Indian reservations in the West. The BA model is supported by a multifaceted evaluation strategy, predicated on four systematic process and outcome evaluation techniques. Each serves a unique function, is used on a continuous and regular basis, and is designed to complement the others. The first strategy, continuous progress assessment, is a computer-based system for monitoring the weekly academic progress of each child and classroom toward prescribed year-end curriclulm goals. The second evaluation technique is the annual testing of BA children and a comparable sample of non-BA children on a standardized achievement test. The third strategy calls for regular formal and informal observations of the classroom which allows the determination of possbile needs for additional and/or specialized training of the classroom staff. The fourth evaluation measure is a survey of consumer satisfaction of the program and its effects which provides a measure of the social validity of the program. (Author)

Descriptors: Academic Achievement/ Achievement Tests/ Classroom Observation Techniques/ Comparative Testing/ Compensatory Education Programs/ Computer Oriented Programs/ *Disadvantaged Youth/ *Early Childhood Education/ Educational Innovation/ *Evaluation Methods/ Federal Programs/ *Intervention/ Models/ Participant Satisfaction/ Program Development/ Program Effectiveness/ *Program Evaluation/ Standardized Tests/ Surveys

Identifiers: *Behavior Analysis/ *Project Follow Through

Descriptors:

CROSS REFERENCES:

Section: B ***Page(s):*** 3–4

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: BARC - Behavior Analysis Resource Center

Project Site: (Pratt-Arnold School), Philadelphia, Pennsylvania

ED123284 95 UD015995

An Evaluation of the Follow Through Program in Philadelphia, 1971-72. Volume II. Pupils Achievement Characteristics.

McNamara, Thomas

Philadelphia School District, Pa. Office of Research and Evaluation.

Nov 72 272p.; For Volume I of the report, see UD 015 994; parts of the material in the appendices may not reproduce clearly due to print quality of the original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: FTR-7223(B)

Grant No.: OEG-0-8-522481-4649

EDRS Price MF-$0.83 HC-$14.05 Plus Postage

This report considers the effectiveness of the Follow Through Program as manifested in performance on the Philadelphia city-wide tests, spring 1972. Kindergarten students received the Stanford Early School Achievement Test Level I; First and second grade students received the Metropolitan Achievement Test; Primary II respectively; and third grade students received the Iowa Tests of Basic Skills, Level A. The analysis in Part I, the cross-sectional view, revealed that the total program seems to be most effective in the first grade areas of total mathematics and reading. District groupings of Follow Through schools often show higher performance than their respective districts. District I groupings (equivalent to the Philadelphia Process Model) and District 4 groupings (solely Behavior Analysis Model schools but only two of the three schools in this model) appear to show this contrast more often than the other district groupings. However, these districts' groupings are homogeneous model-wise, in contrast to the District 2 and 5 groupings. The quasi-longitudinal view produced results in a pattern similar to the cross-sectional view, but demonstrates still higher performance, and seems to provide some initial evidence for a positive continuance-achievement relationship in the program. (Author/JM)

Descriptors: Academic Achievement/ Behavior Development/ Comparative Analysis/ *Cross Sectional Studies/ Elementary Education/ Kindergarten/ *Longitudinal Studies/ Models/ Process Education/ *Program Evaluation/ Standardized Tests/ Teaching Methods/ Teaching Techniques

Identifiers: *Pennsylvania (Philadelphia)/ Project Follow Through

Descriptors:

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Section: B

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A - 010

Project:

project Catch-Up

Newport Beach, California

Descriptors:

Achievement Gains
Basic Skills
Elementary Education
Learning Laboratories
Low Achievers
Mathematics Instruction
Minority Group Children
Program Attitudes
Program Descriptions
Reading Instruction
Reading Programs
Reading Skills
Remedial Instruction
Remedial Mathematics
Remedial Reading Programs

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Catch-Up

Project Site: Newport Beach, California

ED129947 32 UD016485
Project Catch-Up. Awareness Brochure.
Newport-Mesa Unified School District, Newport Beach, Calif.
Oct 75 37p.; For Analysis and Selection Kit, see UD 014 486
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Project Catch-Up, an ESEA Title I program, operates in Newport Beach and in Costa Mesa, California. It is said to be designed to provide remedial instruction in reading and arithmetic to underachieving children, kindergarten through sixth grade, in schools serving low socioeconomic level suburban areas. Among its key features are the following: (1) instruction takes place in colorful and well-equipped laboratories; (2) teachers, instructional aides, and parent aides are part of the instructional staff, and staff members work four hours a day; (3) one teacher is responsible for no more than 18 students; (4) children participate in daily half-hour sessions on about a ratio of 3 students to 1 teacher; (5) children work with materials different from those used in regular classrooms; (6) students work at their own pace on materials geared to their own needs and abilities; and (7) student progress is measured by continuous criterion referenced testing and pre- and posttesting on normative levels. Project components that are discussed in this brochure and guide are project philosophy, interfaculty relations, staff quality, inservice training, teacher management calendar, student selection, successful project techniques, parent involvement, instructional materials, instructional equipment, testing of children, and reporting of results to parents. (Author/AM)

Descriptors: Achievement Gains/ *Demonstration Programs/ Elementary Education/ Federal Programs/ *Learning Laboratories / *Low Achievers/ *Low Income/ Mathematics Instruction/ Program Attitudes/ Program Content/ Program Descriptions/ Reading Instruction/ *Remedial Instruction

Identifiers: California (Costa Mesa)/ California (Newport Beach)/ Elementary Secondary Education Act Title I/ ESEA Title I/ Newport Mesa California Unified School District/ *Project Catch Up

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Catch-Up

Project Site: Newport Beach, California

ED127573 CS002888

Project Catch-Up (Newport-Mesa Unified School District, California): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

76 24p.; See related documents CS 002 885-892

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Project Catch-Up is a reading and math laboratory project for kindergarten through sixth-grade students. It features highly qualified teachers and aides who teach in the morning only, in an attractive, well-equipped laboratory, using an eclectic approach. Staff members are free to use whatever techniques they choose and to purchase instructional materials, which they match to clearly defined objectives. Teachers take responsibility for the achievement gains of 18 low-achieving elementary students in reading and math. Aides are responsible for the gains of ten students. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

Descriptors: Elementary Education/ Learning Laboratories/ *Mathematics Instruction/ Program Descriptions/ *Projects/ *Reading Programs/ Remedial Instruction/ *Remedial Mathematics / *Remedial Programs/ *Remedial Reading Programs

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Project Information Packages

Descriptors:

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A - 012

Project:

project CHILD: Comprehensive Help for Individual Learning Differences

Geneseo, New York

Descriptors:

Basic Skills
Curriculum Development
Educationl Games
Health Problems
Individualized Instruction
Instructional Materials
Language Arts
Letters (Alphabet)
Migrant Education
Nutrition
Open Education
Punctuation
Spanish Speaking
Summative Evaluation
Teacher Aides
Visual Literacy

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project CHILD - Comprehensive Help for Individual Learning Differences

Project Site: Geneseo, New York

ED081517 RC007223

Teacher-Made Materials for Language Arts.

Curatalo, Charles, Comp.

State Univ. of New York, Genesco. Center for Migrant Studies.

Jun 72 52p.

Sponsoring Agency: New York State Education Dept., Albany. Bureau of Migrant Education.

Mr. Charles Curatalo, New York State Migrant Center, State University College of Arts and Science, Geneseo, New York 14454

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The teacher-made materials in this booklet evolved from the needs and experiences of migrant children at the Children's Demonstration School at New York State University College of Arts and Science (Geneseo, New York). The games and visual aids assist students in the skill areas of alphabetic letters, spelling, phonics, punctuation, and word recognition. (PS)

Descriptors: *Educational Games/ *Instructional Materials/ *Language Arts/ *Letters (Alphabet)/ *Migrant Education/ Punctuation/ Visual Aids

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project CHILD - Comprehensive Help for Individual Learning Differences

Project Site: Geneseo, New York

ED069460 RC006594

Statewide Conference on Migrant Education (State University College in Geneseo, New York, July 8, 1971).

New York State Education Dept., Albany. Bureau of Migrant Education.

8 Jul 71 48p.; Follow-up booklet prepared for participants of Statewide Conference on Migrant Education, State University College in Geneseo, New York, July, 1971

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The first Statewide Conference on Migrant Education was held on July 8, 1971, at the New York State Center for Migrant Studies at the State University College in Geneseo. The participants were able to attend 4 out of the 33 conference sessions. Session topics covered such areas as accountability-testing, individualized instruction in science and math, working with Spanish-speaking children, health and nutrition, teacher aides, the transfer record form, the open education concept, parent and community involvement, curriculum, and teenage programs. Summary material for each session and the mailing address for each consultant, so that further information on a particular session can be obtained, are given in this follow-up booklet. (NQ)

Descriptors: Activities/ *Conference Reports/ *Curriculum Development/ Health/ Individualized Instruction/ *Migrant Education/ Nutrition/ Open Education/ Spanish Speaking/ *Summative Evaluation/ Teacher Aides/ Visual Literacy

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED109766 88 EA007354

Food Management System--Daily Production Reports: General Description and Users Guide. Project SIMU-School: Dallas Component.

Cronshey, Raymond W.; Dunklau, M. William

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Feb 75 58p.; Related documents are EA 007 350-354

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-75-620

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This booklet describes the Daily Production Reports subsystem of the School Food Management System, a computer program package developed as one part of a family of educational management systems. The Daily Production Reports system produces two major types of reports on a daily basis. Business Analysis Reports display all food service costs, as well as expected and actual cash receipts. Functional Management Reports display detailed data about each food item served at each cafeteria and are useful in analyzing students' food preferences. The booklet is organized into two sections--a brief general description and a user's guide, which provides a detailed explanation of how to use the programs. Numerous examples of various program functions, input, and output are presented throughout the booklet. (Author/JG)

Descriptors: Computer Oriented Programs/ *Computer Programs/ Data Analysis/ *Educational Administration/ Educational Finance/ Elementary Secondary Education/ *Food Service/ Lunch Programs/ *Management Systems/ *Program Guides/ School Accounting

Identifiers: Daily Production Reports/ Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School/ *School Food Management System

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 015	**Page(s):** 82–116	**Section:** **Document(s):**	**Page(s):**

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED109765 88 EA007353
Registration Management System: General Description and Users Guide. Project SIMU-School: Dallas Component.
Cronshey, Raymond W.; Dunklau, M. William
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Mar 75 67p.; Related documents are EA 007 350-354
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.: RR-75-619
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This booklet describes the Registration Management System, an online computer system developed as one part of a family of educational management systems. The system promotes the rapid collection and storage of course enrollment data and student demographic data through the use of remote timesharing computer terminals located at individual schools. The booklet is organized into two sections--a brief general description and a user's guide, which provides a detailed explanation of how to use the system. Numerous examples of various program functions and output are presented throughout the user's guide. (Author/JG)

Descriptors: Computer Oriented Programs/ *Computer Programs/ Data Analysis/ Data Collection/ Educational Administration/ Elementary Secondary Education/ *Management Systems/ *On Line Systems/ *Program Guides/ *Student Enrollment/ Time Sharing

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School/ *Registration Management System

Descriptors:

CROSS REFERENCES:

Section: B ***Document(s):*** 015	***Page(s):*** 82–116	***Section:*** ***Document(s):***	***Page(s):***

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED109764 88 EA007352

Financial Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

Adkinson, William Dane; Bishop, Terry L.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Feb 75 225p.: Related documents are EA 007 350-354

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-75-618

EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

This booklet describes the Financial Projection Program, a computer program package developed as one part of a family of educational management systems. The program projects personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, and related financial data. Its purpose is to produce a projected budget and an overall financial analysis of medium-sized or large school districts. The booklet is organized into two sections--a general description and a lengthy user's guide, which follows the sequential order of program execution. In addition to a generalized flow chart of the complete system, the user's guide presents a flow chart of each major subprogram as it occurs in the sequential presentation. (Author/JG)

Descriptors: Computer Oriented Programs/ *Computer Programs/ Data Analysis/ Educational Administration/ *Educational Finance/ Elementary Secondary Education/ Financial Needs/ *Management Systems/ Personnel Needs/ *Program Guides/ Salaries/ *School Accounting

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Financial Projection Program/ Project SIMU School

Descriptors:

CROSS REFERENCES:

Section: B

Document(s): 015

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED109763 88 EA007351

Faculty Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

Davis, John D., III; Dunklau, M. William

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Feb 75 80p.; Related documents are EA 007 350-354

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-75-617

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This booklet describes the Faculty Projection Program, a computer program package developed as part of a family of educational management systems. The program predicts the number and cost of teachers starting, terminating, remaining, and needed each year. Teachers may be grouped by one or more variables such as race, sex, salary group, subject area, or professional status. The program can project teacher requirements for up to nine years into the future. The booklet is organized into two sections--a brief general description and a much more lengthy user's guide providing a detailed explanation of how to use the program. A sample printout for the program is included in the appendix. (Author/JG)

Descriptors: Computer Oriented Programs/ *Computer Programs/ Data Analysis/ Educational Administration/ Elementary Secondary Education/ *Management Systems/ *Personnel Needs/ *Program Guides/ Teacher Characteristics/ *Teacher Employment/ Teacher Salaries

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Faculty Projection Program/ Project SIMU School

Descriptors:

CROSS REFERENCES:

Section: B **Page(s):** 82–116
Document(s): 015

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED109762 88 EA007350
Enrollment and Facilities Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.
Gattis, William D.; Dunklau, M. William
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Feb 75 42p.; Related documents are EA 007 350-354
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.: RR-75-616
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This booklet describes the Enrollment and Facilities Projection Program, a computer program package developed as one part of a family of educational management systems. The program consists of three parts, including a means of projecting enrollment, a means of converting enrollment to teacher and facilities requirements, and a means of reporting the projections. The booklet is organized into two sections--a general description and a user's guide. A detailed outline of dialogue and operational flow is contained in the user's guide. Numerous examples of data reports that can be produced using the program are presented throughout the booklet. (JG)

Descriptors: Computer Oriented Programs/ *Computer Programs/ Data Analysis/ Educational Administration/ Elementary Secondary Education/ *Enrollment Projections/ *Facility Requirements/ Management Systems/ *Personnel Needs/ *Program Guides
Identifiers: Elementary Secondary Education Act Title III/ *Enrollment and Facilities Projection Program/ ESEA Title III/ Project SIMU School

Descriptors:

CROSS REFERENCES:

Section: B
Document(s): 015
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Document(s):
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A - 016

Project:

Conceptually Oriented Mathematics Program (COMP)

Columbia, Missouri

Descriptors:

Basic Skills
Behavioral Objectives
Curriculum Guides
Elementary School Mathematics
Instructional Materials
Lesson Plans
Mathematics Instruction
Testing

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Conceptually Oriented Mathematics Program (COMP)

Project Site: Columbia, Missouri

ED104727 88 SE019046

Conceptually Oriented Mathematics Program. Primary-Intermediate Levels .

Columbia Public Schools, Mo.

73 621p.; Best Copy Available; Occasional Marginal Legibility. See SE 019 047 for Intermediate-Upper Levels

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$ 1.08 HC-$31.10 PLUS POSTAGE

This is a collection of the first 13 units (primary-intermediate levels) of materials designed for the Conceptually Oriented Mathematics Program (COMP). The program is intended to diagnose student difficulty, provide a prescriptive program of improvement, and meet individual needs through small-group instruction. Content has been organized into 11 broad concept areas: sets, numerals, order, addition, subtraction, multiplication, division, functions and graphs, geometry, measurement, and number sentences and phrases. These areas are then fitted into 25 vertical levels, each level having two or more steps. The material actually contained here is a collection of lesson outlines covering most concept areas at most levels. Each lesson has the following format: concept area, behavioral objective, mathematical ideas, vocabulary, activities, references, and worksheets. Teaching aids are also suggested. (LS)

Descriptors: *Behavioral Objectives/ *Curriculum Guides/ Elementary Education/ *Elementary School Mathematics/ *Instructional Materials/ *Lesson Plans/ Mathematics Education / Teacher Developed Materials/ Tests/ Worksheets

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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016	19–22			

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Conceptually Oriented Mathematics Program (COMP)

Project Site: Columbia, Missouri

ED104728 88 SE019047

Conceptually Oriented Mathematics Program. Intermediate-Upper Levels .

Columbia Public Schools, Mo.

73 537p.; Best Copy Available; Occasional Marginal Legibility. See SE 019 046 for Primary-Intermediate Levels

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$ 0.92 HC-$27.29 PLUS POSTAGE

This is a collection of the last 12 units (intermediate-upper levels) of materials designed for the Conceptually Oriented Mathematics Program (COMP). The program is intended to diagnose student difficulty, provide a prescriptive program of improvement, and meet individual needs through small-group instruction. Content has been organized into 11 broad concept areas: sets, numerals, order, addition, subtraction, multiplication, division, functions and graphs, geometry, measurement, and number sentences and phrases. These areas are then fitted into 25 vertical levels, each level having two or more steps. The material actually contained here is a collection of lesson outlines covering most concept areas at most levels. Each lesson has the following format: concept area, behavioral objective, mathematical ideas, vocabulary, activities, references, and worksheets. Teaching aids are also suggested. (LS)

Descriptors: *Behavioral Objectives/ *Curriculum Guides/ Elementary Education/ *Elementary School Mathematics/ *Instructional Materials/ *Lesson Plans/ Mathematics Education / Teacher Developed Materials/ Tests/ Worksheets

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B

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A - 018

Project:

project Conquest

East St. Louis, Illinois

Descriptors:

Basic Skills
Compensatory Education Programs
Curriculum Development
Decoding (Reading)
Diagnostic Teaching
Disadvantaged Youth
Educational Diagnosis
Elementary Education
Elementary School Students
Health Problems
Individualized Instruction
Individualized Programs
Inner Cities
Inservice Teacher Education
Junior High Schools
Learning Laboratories
Middle Schools
Minority Group Children
Parent Participation
Physical Education
Pregnant Students
Program Descriptions
Program Evaluation
Pupil Personnel Services
Reading Ability
Reading Achievement
Reading Centers
Reading Clinics
Reading Diagnosis
Reading Improvement
Reading Instruction
Reading Programs
Reading Skills
Remedial Mathematics
Remedial Reading
Resource Centers
School Community Relationships
Self Concept
Small Group Instruction
Student Teacher Relationship
Teacher Education
Teaching Techniques
Urban Areas
Urban Culture
Urban Youth

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Conquest

Project Site: East St. Louis, Illinois

ED151479 UD018020
Project Conquest (Remedial Reading Project).
East St. Louis School District 189, Ill.
76 36p.; For related documents see ED 087 827 and ED 127 577 ; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This document presents a review of the Remedial Reading Project also known as Conquest. This project served 19 Title I elementary schools, two parochial elementary and junior high schools, and four district junior high schools in the St. Louis, Missouri school district. The main components of the project were the reading rooms, reading clinics, and parental involvement programs. Fourth, fifth, and sixth grade pupils attended the reading clinics. There were 22 parents involved in the Parent Advisory Council. They met every second week and discussed their children's reading deficiencies, learned reading related games which they could play with their children, and saw films on helping children learn to read. All grades, with the exception of the first grade, achieved statistically significant mean gains of 7.5 months. Findings for the junior high students indicated that these students were experiencing great difficulties in work that demanded reading, but performed on norm with their peers in nonreading skills. (Author/AM)

Descriptors: Diagnostic Teaching/ *Elementary Education/ Individualized Instruction/ Junior High Schools/ Parent Participation/ *Reading Centers/ *Reading Clinics/ *Reading Improvement/ *Reading Programs/ *Remedial Reading
Identifiers: *Project Conquest

Descriptors:

CROSS REFERENCES:

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Document(s): 018 — ***Page(s):*** 7–10
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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Conquest

Project Site: East St. Louis, Illinois

ED127577 CS002892

Project Conquest (East St. Louis, Illinois): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

76 24p.; See related documents CS 002 885-891

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Conquest is a laboratory project for first-grade repeaters and for students in second grade through sixth grade who have difficulty in reading. It features an individualized, eclectic approach made possible by low student/teacher ratios and by a wide variety of materials and equipment. Instructional and diagnostic procedures are highly structured, facilitating the task of individualizing instruction for a large number of students. Children nominated by their classroom teachers are thoroughly screened for reading deficiencies and contributing health conditions prior to admission to the project. A nurse and a counselor work with problems outside the scope of the reading clinicians. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

Descriptors: *Diagnostic Teaching/ Elementary Education/ *Individualized Programs/ *Learning Laboratories/ Program Descriptions/ *Projects/ *Reading Programs

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Project Information Packages

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Conquest

Project Site: East St. Louis, Illinois

ED104999 32 UD014987
1973-1974 E.S.E.A. Title I Evaluation Report.
Saint Louis Board of Education, Mo.
Sep 74 277p.; Filmed from best copy available
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE

This Illinois District 189, East St, Louis Public Schools, 1973-1974 evaluation report on programs, services, activities and projects funded in whole or in part under Title I of the 1965 Elementary Secondary Education Act is organized into five parts. Part One, 'Title I Projects' comprises reports on seven projects. Continuing Education for Pregnant Teenagers; Conquest (Remedial Reading Program); Countdown (Remedial Contemporary Mathematics Project); Two Projects in Physical Education --3V (Remedial Physical Education) and H.P.R. (Summer Program), Re-entry (Night High School for 'Drop Outs' between 16 and 21 inc.); and Speak (Remedial Language Program) Part Two, 'Supportive Services' includes four sub-sections discussing respectively - Community Relations; Counseling and Guidance; Health; and instructional media. The discussion in Part Three, 'Urban and Rural Grants' is organized into two sub-sections dealing with early childhood education and kindergarten enrichment respectively. Part Four, 'Title I Special Research Projects' comprises reports on four projects: a 'Birth Order Study'; investigations of the 'effect of physical training upon academic achievement'; and of the 'relationship between I.Q. scores and academic achievement test scores; and a 'Self Concept Study'. Part Five, 'Summary' includes concluding remarks and recommendations. (JM)

Descriptors: *Annual Reports/ Curriculum Development/ Educational Research/ Health Programs/ Physical Education/ Pregnant Students/ *Program Evaluation/ Pupil Personnel Services/ Remedial Mathematics/ Remedial Reading/ *Research Projects/ School Community Relationship

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ Missouri

Descriptors:

CROSS REFERENCES:

Section:	B	Page(s):	Section:	Page(s):
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Section: A **TOPIC:** Developer/Demonstrator - 1978-79

Project: project Conquest

Project Site: East St. Louis, Illinois

ED087827 UD014062
Project Conquest--District 189, East St. Louis, Illinois. P.L. 89-10 Title I.
East St. Louis School District 189, Ill.
72 78p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Project Conquest was aimed at disadvantaged children in grades one through six who were capable of reading at grade level but who were reading one or more years below grade level. In addition, the project aimed to train Conquest Clinicians in new methods of remedial reading techniques so that they would become knowledgeable of new trends in education. Project Conquest has two complementary components, remedial reading instruction and inservice remedial reading training, for teachers. There are 19 centers throughout the target areas. Remedial instruction is provided in 45 minute sessions held four and one half days per week. Reading rooms and clinics are similar in that they provide: (1) extensive diagnosis of each child's reading-related problems, (2) techniques and materials tailored to meet each child's diagnosed needs, (3) remediation either individually, or most often, in groups of six children and one clinician, (4) an experience carefully structured so that the student rearely fails to attain his objectives, and (5) a warm, one-to-one relationship with the children, using an abundance of praise and encouragement to enhance self-esteem. Children are selected on the basis of their failure to read up to their potential or at grade level and they are released when they reach one of these established goals. Pages 27 and 29 have been deleted for copyright reasons; several pages with photographs have been deleted for reproducibility reasons. (Author/JM)

Descriptors: Educational Diagnosis/ *Elementary School Students/ Individualized Instruction/ *Inner City/ Inservice Teacher Education/ Negro Students/ *Reading Instruction/ *Reading Programs/ Self Esteem/ Small Group Instruction/ Student Teacher Relationship/ Teaching Methods

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Illinois/ Project Conquest

Descriptors:

CROSS REFERENCES:			
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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Conquest

Project Site: East St. Louis, Illinois

ED067629 CS000165

Model Programs, Compensatory Education. Project Conquest, East St. Louis, Illinois.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

72 22p.

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.: DHEW-OE-72-80

Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE 5.237:37077, $0.20)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The three primary objectives of the Project Conquest program are (1) to raise the reading ability of mentally able disadvantaged children to where they can function successfully in regular classrooms, (2) to improve their self-concepts and academic aspirations, and (3) to train regular classroom teachers in remedial reading techniques. Children who have the potential to read at grade level but were achieving a year or more below grade level are selected for the program. In 1969-70, Project Conquest served 1,089 children in four "reading programs" (grades one, two, and three) and three "reading clinics" (grades four, five, and six). Forty-five minute sessions of remedial reading instruction are offered 4 days a week at the reading rooms and twice weekly at the reading clinics. The inservice training component of the project prepares regular classroom teachers to use diagnostic and remedial reading techniques. At the end of a year's training the classroom teachers return to their home schools to help problem readers in their classroom and disseminate information to the school staff. On the basis of reading achievement gain scores for the children it was concluded that the program was successful in improving the reading achievement of the pupils it served. (Author/WR)

Descriptors: *Compensatory Education/ *Disadvantaged Youth/ Inservice Education/ Reading/ Reading Ability/ Reading Achievement/ *Reading Diagnosis/ *Reading Programs/ Remedial Reading/ *Teacher Education/ Urban Education

Descriptors:

CROSS REFERENCES:

Section: B	Page(s):
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A - 020

Project:

Curriculum for Meeting Modern Problems (The New Model Me)

Lakewood, Ohio

Descriptors:

Affective Objectives
Aggression
Anti-Social Behavior
Behavior
Behavior Change
Comparative Analysis
Curriculum Guides
Educational Objectives
Educational Philosophy
Emotionally Disturbed
Environmental Influences
Formative Evaluation
Friendship
Group Dynamics
Human Living
Humanistic Education
Instructional Materials
Interpersonal Competence
Interpersonal Relationship
Learning Activities
Peer Relationship
Program Evaluation
Psychological Needs
Secondary Education
Self Concept
Social Behavior
Social Development
Social Responsibility
Social Studies
Student Participation
Teacher Role
Teaching Guides
Teaching Techniques
Values

Values Clarification

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Curriculum for Meeting Modern Problems (The New Model Me)

Project Site: Lakewood, Ohio

EJ161507 AA525796
The New Model Me
Beatty, Florence
American Education, 13, 1, 23-6 Jan-Feb 77

In teaching values and human behavior, a program in Lakewood, Ohio, is directing students away from those aggressive acts that can destroy property and lives. (Editor)

Descriptors: *Values/ *Delinquency Prevention/ *Personal Growth/ *Self Concept/ *Youth Problems/ Social Responsibility/ Student Attitudes/ Behavior Problems/ Developmental Programs

ED148681 SO010565
The New Model Me: High School Teacher's Manual.
Educational Research Council of America, Cleveland, Ohio.; Lakewood Public Schools, Ohio.; Ohio State Dept. of Education, Columbus.
73 392p.; For related documents, see ED 061 521 and SO 010 561-564
Order Department, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 ($4.05 paperbound, discounts available)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The teaching guide contains activities, teaching techniques, and resource lists for helping high school students (1) build an understanding of human behavior, and (2) make decisions about their behavior that are more positive for themselves and others. The curriculum is based on the theory that behavior is influenced by a person's abilities and perceptions, motivating forces, and the immediate physical setting. Six units provide activities, discussion questions, and reading lists to help students understand the reasons for and consequences of their behavior. Content includes human behavior, controls (family, school system), real self, values, response, and change. Some of the activities require students to work together in small groups on projects with built-in hindrance factors. Afterwards, students discuss their frustrations and analyze their responses to the problems. Specific techniques are recommended for teaching the affective curriculum: buzz groups, fish bowl, role play, brainstorming, and sociometry. The manual also presents lists of audiovisual resources and a discussion of the philosophy behind the curriculum. (AV)

Descriptors: Affective Objectives/ Aggression/ *Anti Social Behavior/ *Behavior/ Educational Objectives/ Educational Philosophy/ Emotional Response/ Family Relationship/ Friendship/ Group Dynamics/ Humanistic Education/ Human Living / *Interpersonal Competence/ Interpersonal Relationship/ Learning Activities/ Peer Relationship/ Psychological Needs/ Secondary Education/ Self Concept/ *Social Behavior/ *Social Development/ Social Responsibility/ Social Studies/ Teaching Guides/ *Teaching Techniques/ Values

Descriptors:

CROSS REFERENCES:

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020

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Curriculum for Meeting Modern Problems (The New Model Me)

Project Site: Lakewood, Ohio

ED148680 SO010564

The New Model Me: High School Student Book.

Educational Research Council of America, Cleveland, Ohio.; Lakewood Public Schools, Ohio.; Ohio State Dept. of Education, Columbus.

73 222p.; For related documents, see ED 061 521 and SO 010 561-565

Order Department, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 ($2.20 paperbound, discounts available)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The workbook contains activities and readings to help high school students better understand why people behave as they do and how to apply that knowledge to their own behavior and that of others. The activities focus on developing skills for dealing with frustrations and aggressive feelings which students will meet in school and throughout life. Six units comprise the book. "Human Behavior" relates how one's needs, personal resources, immediate physical settings, and other factors influence behavior. "Controls" focuses on the outside world and how it affects a person's feelings about himself and others. "Real Self" increases awareness skills and the importance of personal values. "Values" contains activities which help identify the feelings, needs, and attitudes that suggest what students want in their lives. "Response" examines various methods people use to deal with attitudes, frustrations, and problems. "Change" utilizes evaluation skills to help students see how the course has changed them, their environment, and their peers. Specific activities include deciding whom to exclude from a bomb shelter, working in groups to build physical structures, and role playing conflict situations in the home. (Author/AV)

Descriptors: Aggression/ *Anti Social Behavior/ *Behavior/ Emotional Response/ Family Relationship/ Friendship/ Humanistic Education/ Human Living/ *Interpersonal Competence/ Interpersonal Relationship/ *Learning Activities/ Peer Relationship/ Psychological Needs/ Secondary Education/ Self Concept/ *Social Behavior/ *Social Development/ Social Responsibility/ Social Studies/ Values

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Curriculum for Meeting Modern Problems (The New Model Me)

Project Site: Lakewood, Ohio

ED109105 SP009354

Student Learning of Personal Behavior in the "Meeting Modern Problems" Curriculum.

Rowe, John R.; And Others

Jul 75 14p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The "Curriculum for Meeting Modern Problems" was tested by the Project Evaluator in 36 Classrooms in 10 communities within the State of Ohio. Two areas of investigation were established. The first area was conceived as follows: Do students who are subjected to the experimental treatment learn to apply their knowledge about behavior and constructive methods of resolving problems in their everyday living? The following conclusions were reached: (a) through cognitive testing, it was concluded that students exposed to the curriculum are able to examine behavior in search of appropriate causation, alternatives, and long and short term consequences; (b) through attitude testing, the conclusion was reached that although the experimental students gained slightly more in self concept attitude, the differences were inconsequential; (c) behavioral testing established that both experimental and control students gained in positive behavior during the study period. The second area of investigation was conceived as follows: Will the experimental treatment affect teachers in such a manner that they move toward a more indirect, student centered value position? The following conclusion was reached: teacher pre- and post-testing established that experimental group teachers gained significantly in student centered attitudes in relationship to control group teachers. (JA)

Descriptors: *Behavior Change/ Comparative Analysis/ Conventional Instruction/ Elementary Education/ *Experimental Programs/ Problems/ *Program Evaluation/ *Student Improvement

Descriptors:

CROSS REFERENCES:

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Project:

Dale Avenue Early Childhood Education Project

Cape May, New Jersey

Descriptors:

Achievement Tests
Administrative Guides
Aesthetic Education
Art Education
Basic Skills
Behavior Change
Behavioral Objectives
Classification
Cognitive Development
Compensatory Education Programs
Cultural Awareness
Curriculum Development
Curriculum Guides
Cursive Writing
Decoding (Alphabet)
Diagnostic Teaching
Diagnostic Testing
Disadvantaged Youth
Early Childhood Education
Economically Disadvantaged
Educational Diagnosis
Educational Objectives
Educationally Disadvantaged
Elementary Education
Elementary School Curriculum
Emotionally Disturbed
Exceptional Child Education
Exceptional Child Services
Inservice Teacher Education
Instructional Materials
Intervention
Kindergarten
Language Arts
Learning Activities
Listening Skills
Mathematics Instruction
Music Education
Non-Graded Programs
Parent Participation
Perceptual Motor Learning
Performance Based Education
Performance Criteria
Performance Tests
Performance Factors
Physical Education
Preschool Curriculum
Preschool Programs
Preschool Tests
Primary Programs
Program Descriptions
Program Evaluation
Reading Programs
Reading Skills
Recordkeeping
Serial Ordering
Skill Development

Project:

Dale Avenue Early Childhood Education Project Continued
(Continued)

Descriptors:

Evaluation Methods
Handwriting
Home Economics Education
Individualized Instruction
Individualized Materials

Speech
Teacher Education
Teaching Guides
Urban Education
Urban Youth

021 **Page:** ㊻

Section: A **TOPIC:** Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Childhood Education Project

Project Site: Cape May, New Jersey

ED116800# 95 PS008270

Step-by-Step Activities to Accompany The Dale Avenue Performance Objectives Model.

Schenberg, Rhoda; And Others

New Jersey State Dept. of Education, Trenton. Office of Program Development.; Paterson Board of Education, N.J.

74 250p.; For related document, see UD 015 345 and 348

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

The Dale Avenue Project, The Office of Program Development, New Jersey State Department of Education, 225 W. State St., Trenton, New Jersey 08625 (5 in. x 8 in. card activities kit, $15.00)

Document Not Available from EDRS

This kit contains performance objectives (stated in behavioral terms) for several areas of school-related skills and suggested activities and materials for teaching those skills to young children. The areas included are: (1) listening, (2) naming, (3) observing, (4) speaking, (5) writing and motor skills, (6) perceptual motor skills, (7) encoding/decoding, (8) mathematics, (9) classification, (10) seriation, and (11) art. Also included are a bibliography and directions for preparing a sample tape script and worksheets. The activities in this kit are designed to accompany The Dale Avenue Performance Objectives Model. (JMB)

Descriptors: Art/ *Behavioral Objectives/ Classification/ Cursive Writing/ *Early Childhood Education/ *Elementary Education/ *Learning Activities/ Listening Skills/ Manuscript Writing (Handlettering)/ Mathematics/ Observation/ Perceptual Motor Learning/ Serial Ordering/ Speech/ *Teacher Developed Materials

Identifiers: New Jersey/ *Project Dale Avenue

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Childhood Education Project

Project Site: Cape May, New Jersey

ED110543 88 UD015349

Dale Avenue Performance Objective Model Pre-Primary-Primary Performance Objectives Prekindergarten Through Grade Three: Manual; Record Book.

Hanson, Helen B.; Gavzy, Rita

Paterson Board of Education, N.J.

Jun 74 111p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey ESEA Title III program is funding the project as a demonstration site. The Dale Avenue Performance Objectives, it is stated, were an outgrowth of a needs assessment. These Performance Objectives were written to provide children with experiences which are needed in order to function eventually in the formal academic areas of reading and math. Beginning with the most elementary skill which a child must master in order to perform in the prekindergarten classroom, the Performance Objectives are considered to take each child through a developmental hierarchy of skills. A record keeping book to go along with the Performance Objectives is included with the Performance Objectives in this document. The Performance Objectives act as the teacher's pretest and as a posttest. A summary record goes along with each child to his next class. This is stated to help the new teacher to ascertain what the child is able to do and to help the child to continue at his own rate. (Author/JM)

Descriptors: *Early Childhood Education/ Educational Diagnosis/ Educational Objectives/ Elementary School Curriculum/ Individualized Curriculum/ Instructional Materials / *Performance Based Education/ *Performance Criteria/ Preschool Curriculum/ *Recordkeeping/ Records (Forms)/ Urban Youth

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *New Jersey/ Project Dale Avenue

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED110542 88 UD015348

Administrator's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

Hanson, Helen B.

Paterson Board of Education, N.J.

Jun 74 89p.; Footnotes to the text of this document will not be legible on reproduction due to the print size in the original document

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The Dale Avenue Project was developed in the Dale Avenue School, Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost-effective, and exportable. As a result, the New Jersey ESEA Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. This manual is stated to have been prepared as a guide for the administrator who is responsible for the introduction, maintenance, and evaluation of the Dale Avenue Project in any educational setting. The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade is considered to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that were determined by a needs assessment carried out by the original project's development staff. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of third grade children. (Author/JM)

Descriptors: *Administrator Guides/ Basic Skills/ *Curriculum Guides/ *Early Childhood Education/ Educational Diagnosis/ Elementary School Curriculum/ Individualized Curriculum/ Parent Participation/ *Performance Based Education / Preschool Curriculum/ Reading Programs

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *New Jersey/ Project Dale Avenue

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED110541 88 UD015347

Dale Avenue Project. A Performance Objective Curriculum for Prekindergarten through Third Grade: Test Manual.

Gavzy, Rita

Paterson Board of Education, N.J.

Nov 74 115p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey E.S.E.A. Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost. The heart of the Dale Avenue Program, it is stated, is the Performance Objective Curriculum which systematically develops skills in ten critical areas. Another essential component of the program is the use of the Performance Objectives as an evaluation tool. This test manual is divided into two parts. Part One includes the Dale Avenue Screening Tests with a description of how to make and score them. It also includes corresponding Dale Avenue Performance Objective numbers which will aid the teacher as she puts this test information into her record book. Part Two includes Performance Objective Tests in the areas of Listening, Naming, Observation, Speaking and Mathematics, and a description of how to make Classification and Seriation test kits. (Author/JM)

Descriptors: *Achievement Tests/ Basic Skills/ Disadvantaged Youth/ *Early Childhood Education/ *Educational Diagnosis/ Elementary School Curriculum/ Manuals/ *Performance Based Education/ Preschool Curriculum/ Preschool Tests/ Urban Youth

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *New Jersey/ Project Dale Avenue

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TOPIC: Developer/demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED110540 88 UD015346

The Dale Avenue Performance Objective Model. A Performance Objective Curriculum for Prekindergarten through Third Grade: Special Area Supplement.

Savona, Diane; And Others

Paterson Board of Education, N.J.

Aug 74 70p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey E.S.E.A. Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost. It is noted here that the special area teachers at Dale Avenue School are teaching art, music, physical education, and home economics skills to very young children. Special area objectives for these early years were developed by the special area teachers, as specified by their Special Area supervisors and compatible with the Dale Avenue Performance Objectives, which are held to be based on the needs of young urban children. The objectives provide suggestions to special area teachers who work with young children. They are also deemed useful to prekindergarten through third grade classroom teachers as an aide in checking off the art, home economics, music and physical education skills children have mastered. (Author/JM)

Descriptors: Art Education/ *Curriculum Guides/ Disadvantaged Youth/ *Early Childhood Education/ Educationally Disadvantaged/ *Elementary School Curriculum/ Home Economics Education/ Music Education/ *Performance Based Education/ Physical Education/ Preschool Curriculum/ Urban Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *New Jersey/ Project Dale Avenue

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TOPIC: Developer/demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED110539 88 UD015345
Teacher's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.
Hanson, Helen B.
Paterson Board of Education, N.J.
Jun 74 70p.
Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade, funded under 1965 Elementary Secondary Education Act Title III, is asserted to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that are stated to have been determined by a needs assessment carried out by the original project's development staff. Paterson children showed deficits in Listening, Naming, Observing, Speaking, Mathematics, Writing and Motor Skills, Perceptual Motor Skills, Decoding/Encoding, Classification, and Seriation. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of eight year old children. The teacher has the freedom to teach the skills and concepts in any way that she wishes. This enables her to use her own talents and to find the teaching method that suits the child best. The objectives are considered compatible with any learning materials since they are a compilation of skills that apply to all subject areas and reinforce one another. The program's essential components are stated to be: (1) the use of the performance objectives as a curriculum; (2) a forty-five minute reading program which utilizes all available school staff; and, (3) an intense parent involvement program. (Author/JM)

Descriptors: Basic Skills/ *Curriculum Guides/ Disadvantaged Youth/ *Early Childhood Education/ Educationally Disadvantaged / Elementary School Curriculum/ Individualized Curriculum/ *Performance Based Education/ Preschool Curriculum/ Reading Programs/ *Teaching Guides/ Urban Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *New Jersey/ Project Dale Avenue

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED097104 88 PS007386

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade. Final Project Report.

Gavzy, Rita

New Jersey State Dept. of Education, Trenton. Office of Program Development.; Paterson Board of Education, N.J.

Feb 74 97p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This report describes in detail a performance objective curriculum designed to help disadvantaged prekindergarten and kindergarten urban children attain the skills required to be at grade level in reading and mathematics and at the national norm in I.Q. by grade 1. The program is designed to systematically develop students' skills in 10 critical areas: listening, naming, observing, speaking, perceptual motor skills, writing and motor skills, classification, mathematics, decoding-encoding, and seriation. The essential components of the program are: (1) use of the performance objectives for individual and group instruction and as an evaluation tool, (2) forty-five minutes per day small group reading program with students grouped homogeneously according to achievement test scores, and (3) volunteer parent program which includes a parent committee and volunteer parents to assist teachers. The evaluation design and results comprise one-third of the report. (CS)

Descriptors: Basic Skills/ Case Studies (Education)/ *Compensatory Education Programs/ Diagnostic Tests/ Mathematics Curriculum/ Parent Participation/ Perceptual Development/ *Performance Based Education/ *Preschool Curriculum/ Program Descriptions/ *Program Evaluation/ Reading Skills/ *Skill Development/ Teacher Education/ Urban Education

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III

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Section: A **TOPIC:** Developer/demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089505 EC061449

Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume III, No. 3, July 1973 Annual Report 1972-73.

Paterson Board of Education, N.J.

Jul 73 54p.; For related information see EC 061439 through EC 061448

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Presented is the annual report (1972-73) of a Paterson, New Jersey, urban early childhood education project for culturally disadvantaged children from pre-kindergarten through grade 3. Noted is recognition of the porgram by the U.S. Office of Education as successful, cost effective, innovative, and exportable. Background information provided includes achievements and statistical results of the previous 2 years. Explained is the evaluation of 90 project children (randomly selected from each grade level) whose performance was compared with control groups of disadvantaged or advantaged children not in the program. Described is the testing program which used the Peabody Picture Vocabulary Test (for all children); the record of performance objectives, the Stanford Achievement Test, and the Child Behavior Rating Scale (for the first, second, and third level children); and the staff developed Skill Assessment Test and Identity and Body Parts Checklist (for pre-kindergarten and kindergarten children). Noted are procedural aspects such as provision of test feedback and inservice training to teachers of experimental groups. Test data are reported to indicate that experimental groups made significant gains in IQ (though they did not reach levels of advantaged controls, that experimental groups reached and maintained IQs at the norm level, that first and second level experimental children performed at grade level in reading and math, and that behaviors of first and second level experimental groups were at national norms. Appended are tables detailing pretest and posttest scores of experimental and control groups. (DB)

Descriptors: Academic Achievement/ Annual Reports/ Behavior/ *Culturally Disadvantaged/ Disadvantaged Youth/ Early Childhood Education/ *Exceptional Child Research/ *Intervention/ *Primary Grades/ *Program Evaluation

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED039504 EC061448

Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume III, No. 2, June 1973.

Paterson Board of Education, N.J.

Jun 73 26p.; For related information see EC 061439 through EC 061447, and EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Reported are results of an evaluation of the handwriting skills of first, second, and third level students who were part of an urban early childhood education project for culturally disadvantaged children in Paterson, New Jersey. Provided is a summary of A. Gesell and F. Ilg's recommendations for handwriting instruction for kindergarten through third level children. A table lists writing skills expected from children 3 1/2 to 9 years of age. Provided is a listing of the 24 performance objectives used to teach writing and motor skills to project students. The writing performance of project children is said to compare favorable with expectations in areas such as making letters the correct size (first level children), spacing between words (second level children), and mixing cursive with manuscript (third level children). Tables include the samples copied at each level and the percentages of children at each level who need to improve letter information (by individual letters). It is stressed that legible handwriting is important for clear thinking and as a means of communication. (DB)

Descriptors: Behavioral Objectives/ *Culturally Disadvantaged/ Disadvantaged Youth/ *Evaluation/ Exceptional Child Education/ *Exceptional Child Research/ *Handwriting/ *Primary Grades

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089503 EC061447

Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume III, No. 1, December 1972.

Paterson Board of Education, N.J.

Dec 72 25p.; For related,information see EC 061439 through EC 061446, and EC 061448 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Wasnington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Described is the third year of a Paterson, New Jersey, urban early childhood education project for disadvantaged children; and summarized are achievement data on entering third level (grade) children in 10 performance areas. Noted are revision and reordering of performance objectives, development of summary sheets for recording each child's skills, and record keeping procedures. Given is descriptive information about the third level children which includes mean family income ($6,300), parent occupations, family size, and mean IQ score gain from pre-kindergarten through the second level (from 86.1 to 89.5). Provided is data on the mean achievement of entering third level children on performance objectives in the following areas: listening, naming, observing, speaking, perceptual motor skills, writing, classification, mathematics, decoding, and seriation. (DB)

Descriptors: •Behavioral Objectives/ •Disadvantaged Youth/ •Exceptional Child Education/ •Primary Grades/ Records (Forms) / •Urban Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089502 EC061446

Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume II, No. 4 Annual Report 1971-72.

Paterson Board of Education, N.J.

72 38p.; For related information see EC 061439 through EC 061445, and EC 061447 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Presented is the annual report (1971-72) of an urban early childhood education program in Paterson, New Jersey, which served up to 550 pre-kindergarten through third grade culturally disadvantaged children with an education intervention program. Listed are members of the project staff, the Boards of Education and Commissioners, and the Community Advisory Committee. Background information includes a review of the performance objectives used in the program and a summary of the previous year's results. Reported is an investigation of program effectiveness which compared the performances of disadvantaged children with advantaged children, and children in groups using the performance objectives with groups not using the performance objectives. Explained are the testing program (Peabody Picture Vocabulary Test and two staff made measures) and the procedure which included feedback of test results to teachers of experimental groups, inservice teacher training, an ungraded homogeneously grouped reading program, and screening for speech and hearing problems. Statistical results are given which show that kindergarten children made the most gains on the Peabody test (from scores of 80 prior to pre-kindergarten year to 96 at the end of kindergarten year), that children in experimental groups performed better on posttesting than disadvantaged control groups, and that children in experimental groups performed as well as advantaged control children on posttest skills assessment, though not on posttest IQ evaluation. (DB)

Descriptors: *Annual Reports/ *Culturally Disadvantaged/ Disadvantaged Youth/ *Early Childhood Education/ Educational Objectives/ *Exceptional Child Research/ Intervention/ Performance Tests/ Primary Grades/ *Program Evaluation/ Urban Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089501 EC061445

Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume II, No. 3, July 1972.

Paterson Board of Education, N.J.

Jul 72 25p.; For related information see EC 061439 through EC 061444, and EC 061446 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Reviewed is the development of a set of performance objectives to provide for continuous educational progress in an early childhood education program for disadvantaged children in Paterson, New Jersey. Noted are sources of objectives and successful use of the objectives in the program. The objectives reported cover the following skill areas: listening, naming, observing, speaking, mathematics, writing, classification, reading-encoding/decoding, and seriation. It is explained that the objectives are used to assess the child's initial performance as well as to guide instruction. Reviewed is a questionnaire sent to teachers involved in an ungraded but homogeneously grouped reading program for grades 1 through 3; all teachers wanted the reading format continued. It is reported that first level children who received instruction with the performance objectives at the kindergarten and pre-kindergarten levels are achieving at the national norm in both reading and math. (DB)

Descriptors: *Disadvantaged Youth/ *Early Childhood Education/ *Educational Objectives/ *Exceptional Child Education/ Performance Tests/ Primary Grades

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED069500 EC061444

Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume II, No. 2, April 1972.

Paterson Board of Education, N.J.

Apr 72 18p.; For related information see EC 061439 through EC 061443, and EC 061445 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Described is the inservice teacher training compontent for grade levels 1 through 3, of an early childhood urban education program funded under Title III in Paterson, New Jersey. Noted is development by teachers of tests for each of 10 previously identified performance objective areas. Described individually are workshops held on the following topics: the performance objectives, oreientation for pre-kindergarten and kindergarten teachers in the program, orientation for aides, a 3-day orientation for project teachers, language disorders, learning disabilities and reading, and interrelationships in urban schools. Listed are members of the Board of Education, the Community Advisory Committee, the Parent Committee, and the project staff. (DB)

Descriptors: *Disadvantaged Youth/ *Early Childhood Education/ *Exceptional Child Education/ *Inservice Teacher Education/ Primary Grades/ Urban Education/ *Workshops

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089499 EC061443

Dale Avenue School Early Childhood Education Center Project. Research Bulletin, Volume II, No. 1, January 1972.

Paterson Board of Education, N.J.

Jan 72 25p.; For related information see EC 061439 through EC 061442, and EC 061444 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Described is the proposed 1971-72 program for first through third grade culturally disadvantaged children as part of a Title III urban early childhood education program in Paterson, New Jersey. Listed are members of the Board of Education, the advisory committee, the parent committee, and the project staff. It is explained that the 1971-72 year is to focus on developing curriculum and performance objectives for the first through third grade levels. The group of 114 first grade children who had previously been in the kindergarten program component is described. Reported are 100% testing of all pre-kindergarten, kindergarten, and first grade children on one or more test instruments, and the plan to test future first grades with measures such as the Stanford Achievement Test Primary Battery. Explained is the existing program of ungraded homogeneous reading groups for grades 1 through 3. (DB)

Descriptors: *Culturally Disadvantaged/ Disadvantaged Youth/ *Early Childhood Education/ *Exceptional Child Education/ *Program Proposals/ *Reading

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089498 EC061442

Dale Avenue School Early Childhood Education Center Project. Research Bulletin, Volume I, No. 4, 1970-71.

Paterson Board of Education, N.J.

71 77p.: For related information see EC 061439 through EC 061441, and EC 061443 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Reported are results of a 1-year educational intervention program for 120 pre-kindergarten and 120 kindergarten aged culturally disadvantaged children in Paterson, New Jersey. Described are the three experimental and five control groups which contrasted advantaged with disadvantaged children, and groups using the staff developed set of performance objectives with groups not using the performance objectives. Defined are the terms culturally disadvantaged and culturally advantaged. Explained is program use of the following tests: Peabody Picture Vocabulary Test, the Skill Assessment Tests (at pre-kindergarten and kindergarten levels), the Identity and Body Parts Tests (also at both levels), and the Anne E. Boehm Test (a group test of basic concepts). Use of the Performance Objectives Record, an aid for diagnostic teaching, is described. Provided are the statistical data which led to the following conclusions: project children showed significant gains on all tests far exceeding gains of the disadvantaged groups, project children decreased the gap between their scores and scores of advantaged children, parents approved of the project (as shown by questionnaire results), groups using the performance objectives scored higher than groups not using the performance objectives, and program success was positively affected by the low student-teacher ratio and immediate feedback to teacher of testing results. (DB)

Descriptors: *Culturally Disadvantaged/ Disadvantaged Youth/ *Early Childhood Education/ *Exceptional Child Research/ Performance Factors/ *Program Evaluation/ *Testing

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089498 EC061442

Dale Avenue School Early Childhood Education Center Project. Research Bulletin, Volume I, No. 4, 1970-71.

Paterson Board of Education, N.J.

71 77p.: For related information see EC 061439 through EC 061441, and EC 061443 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Reported are results of a 1-year educational intervention program for 120 pre-kindergarten and 120 kindergarten aged culturally disadvantaged children in Paterson, New Jersey. Described are the three experimental and five control groups which contrasted advantaged with disadvantaged children, and groups using the staff developed set of performance objectives with groups not using the performance objectives. Defined are the terms culturally disadvantaged and culturally advantaged. Explained is program use of the following tests: Peabody Picture Vocabulary Test, the Skill Assessment Tests (at pre-kindergarten and kindergarten levels), the Identity and Body Parts Tests (also at both levels), and the Anne E. Boehm Test (a group test of basic concepts). Use of the Performance Objectives Record, an aid for diagnostic teaching, is described. Provided are the statistical data which led to the following conclusions: project children showed significant gains on all tests far exceeding gains of the disadvantaged groups, project children decreased the gap between their scores and scores of advantaged children, parents approved of the project (as shown by questionnaire results), groups using the performance objectives scored higher than groups not using the performance objectives, and program success was positively affected by the low student-teacher ratio and immediate feedback to teacher of testing results. (DB)

Descriptors: *Culturally Disadvantaged/ Disadvantaged Youth/ *Early Childhood Education/ *Exceptional Child Research/ Performance Factors/ *Program Evaluation/ *Testing

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089497 EC061441

Dale Avenue School Early Childhood Education Center Project. Research Bulletin, Volume I, No. 3. May 1971.

Paterson Board of Education, N.J.

May 71 28p.; For related information see EC 061439, EC 061440, and EC 061442 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Discussed are aspects of the inservice training component of a 1970-71 Paterson, New Jersey, Title III Early Education project which provided an educational intervention program for 120 pre-kindergarten and 120 kindergarten aged culturally disadvantaged children. Noted is the development by the staff of a set of Performance Objectives for areas such as listening, speaking, math, and classification. Described is individual testing of students on the Peabody Picture Vocabulary Test and two staff developed tests: the Identity and Body Parts Test and the Skills Assessment Test. Noted is referral to specialists of children with additional problems such as speech handicaps or hearing loss. Described individually are workshops on the following topics: audiology, methods and materials in perceptual training, language, and the testing program. Also noted are a workshop preceding a symposium on early childhood education, an orientation workshop for first grade teachers, and a workshop on the effects of personality variables on learning. (DB)

Descriptors: *Culturally Disadvantaged/ Disadvantaged Youth/ *Early Childhood Education/ *Exceptional Child Education/ *Inservice Teacher Education/ Testing/ *Workshops

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089496 EC061440

Dale Avenue School Early Childhood Education Center Project. Research Bulletin, Volume 1, No. 2, February 1971.

Paterson Board of Education, N.J.

Feb 71 31p.; For related information see EC 061439, and EC 061441 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Described is an on-going 1970-71 urban early childhood education project serving 120 pre-kindergarten and 120 kindergarten culturally disadvantaged children in Paterson, New Jersey. Discussed are the program rationale based on the importance of preschool experience and the need for a model demonstration project. Purposes of the special project are given to include training staff in development and use of materials and improving the academic performance and capabilities of disadvantaged students. Specific purposes of the project year are listed, among which are producing an assessment system (performance objectives) and defining the cognitive, physical, and behavioral needs of project students. Provided are definitions of terms such as culturally disadvantaged and Title III. Reported in detail are the results of pretest assessment in the areas of cognitive skills and basic knowledge of the 120 pre-kindergarten children which led to identification of deficiencies such as the limited standard English vocabulary of 79% of the children, and the inability to give their names of 61% of the children (2 months later only 4% of the children were unable to give their names). (CB)

Descriptors: •Culturally Disadvantaged/ Disadvantaged Youth/ •Early Childhood Education/ •Exceptional Child Education/ Intervention/ •Program Descriptions/ •Testing

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED089495 EC061439

Dale Avenue School Early Childhood Education Center Project. Research Bulletin, Volume I, No 1, December 1970.

Paterson Board of Education, N.J.

70 27p.; For related information see EC 061440 through EC 061449

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Published prior to the 1970 implementation of a Paterson, New Jersey, Title III early childhood program for 120 pre-kindergarten and 120 kindergarten aged disadvantaged children, the bulletin describes the school and student population, the evaluation procedure, differences between experimental and control groups, results of pretesting, the eight proposed teacher workshops, and use of instructional television in the program. It is explained that the program is based on curriculum performance objectives and research aims such as determining whether the culturally disadvantaged students will catch up with more advantaged students during the pre-kindergarten year. Pretesting is reported to have consisted of the Peabody Picture Vocabulary Test (PVT) and the locally developed Identity and Body Parts Test and Skills Assessment Test (which are given in full). Preliminary information provided includes a mean score of 70 on the PVT and percentages of children who passed each item on the Skills Assessment and Identity tests. Noted are a planned workshop on the use of instructional television and development of local television programs to teach concepts such as part-whole relationships. Listed are Board of Education and Advisory Committee members. (DB)

Descriptors: *Culturally Disadvantaged/ Disadvantaged Youth/ *Early Childhood Education/ *Exceptional Child Education/ Intervention/ *Program Descriptions/ *Testing

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Paterson (New Jersey)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED067440 UD012952

Title III Project Annual Report, 1971-72: Dale Avenue Early Childhood Education Project. Research Bulletin, Volume 2, Number 4, 1971-72.

Paterson Board of Education, N.J.

72 37p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The Dale Avenue Early Childhood Education Center, opened in September 1969 and funded under Title III of the 1965 Elementary Secondary Education Act, features a program set up for kindergarten through third grade but basically ungraded. Each child is allowed to move at his own pace within the range of his own abilities. Furthermore, the child's social, physical, cultural, and emotional development as well as his academic knowledge is fostered. A pre- and post-test experimental and control design using standardized and locally developed instruments was used to evaluate the academic performance of the students in the study. Eight groups of subjects were compared: Dale Avenue experimental--kindergarten and first level; experimental performance objective record groups--kindergarten and first level; disadvantaged control groups--kindergarten and first grade; and advantaged control groups--kindergarten and first grade. Two tester-supplementary teachers and the Dale Avenue psychometrician administered each group the following tests: Peabody Picture Vocabulary Test, Skill Assessment Test, and Identity and Body Parts Checklist. In-service teacher training was instituted on two levels: formal workshops held by experts in education and informal meetings held with the teachers using the performance objective curriculum. Reproduced from the best available copy. (Author/JM)

Descriptors: Cognitive Development/ Compensatory Education Programs/ Curriculum Development/ Diagnostic Teaching/ *Disadvantaged Youth/ *Early Childhood Education/ Economically Disadvantaged/ Educational Diagnosis/ Kindergarten/ *Nongraded Primary System/ Primary Grades/ *Program Evaluation

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ New Jersey

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: Dale Avenue Early Education Project

Project Site: Cape May, New Jersey

ED067439 UD012951

A Title III E.S.E.A. Project, Paterson Board of Education. Research Bulletin, Volume 1, Number 4, 1970-71.

Paterson Board of Education, N.J.

71 77p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This research bulletin reports an evaluation study of the program of the Dale Avenue Early Childhood Education Center, funded under Title III of the 1965 Elementary Secondary Education Act. A pre- and post-test experimental and control design using standardized and locally developed instruments was used to evaluate the academic performance of the students in the study. Eight groups of subjects were compared: Dale Avenue experimental--kindergarten and first level; experimental performance objective record groups--kindergarten and first level; disadvantaged control groups--kindergarten and first grade; and, advantaged control groups--kindergarten and first grade. The standardized instruments used include the Peabody Picture Vocabulary Test, the Skill Assessment Tests I and II. and the Anne E. Boehm Test of Concept Formation. Locally developed instruments include the Identity and Body Parts Tests I and II, and the Performance Objectives Record. The latter is a unique device which lists specific skills to be mastered. It acts as the teacher's diagnostic pre-test and also as a post-test. The record goes along with each child to his next class. This helps the new teacher to ascertain what the child is able to do and to help him to continue at his own rate; thus, it enables her to use her own creative talents and to find the teaching method that best suits each child. (Author/JM)

Descriptors: Cognitive Development/ Curriculum Development/ Diagnostic Teaching/ *Disadvantaged Youth/ *Early Childhood Education/ Economically Disadvantaged/ Educational Diagnosis/ Federal Programs/ Kindergarten/ *Nongraded Primary System/ Primary Grades/ *Program Evaluation

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ New Jersey

Descriptors:

CROSS REFERENCES:

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A - 022

Project:

Dayton Follow Through Program

Dayton, Ohio

Descriptors:

Behavior Change
Disadvantaged Youth
Early Childhood Education
Economically Disadvantaged
Educational Technology
Elementary Education
Elementary School Students
Primary Programs
Instructional Design
Program Descriptions
Programmed Instruction
Student Teacher Relationship

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Dayton Follow Through Program

Project Site: Dayton, Ohio

ED073827 PS006295

People Working Together: Follow Through in Ohio.

Ohio State Dept. of Education, Columbus.

72 36p.

R.A. Horn, Director, Division of Federal Assistance, Room 603, Ohio Departments Building, 65 South Front Street, Columbus, Ohio 43215 (free of charge)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Brief descriptions are provided of four Ohio Follow Through programs, each of which is pilot-testing a different teaching model. The programs are: Akron, The PEP-IPI Model; Cleveland, The Responsive Environment Model; Dayton, The Engelmann-Becker Model; and Martins Ferry, The Mathemagenic Activities Model. The PEP (Primary Education Project)-IPI (Individually Prescribed Instruction) instructional model in use in Akron has two main objectives: (1) to insure that the child develops the basic physical, perceptual, conceptual and relational abilities that underlie learning in all fields; and (2) to insure that he makes steady progress, at his own rate, toward mastery of academic skills. The Responsive Environment Model in Cleveland is based on convictions that children learn best when they are interested in what they are doing, that they learn at different rates, and that they learn in different ways. An essential element of the model is the provision of a classroom environment that leads the children into discovering important facts about their social and physical world. Teaching materials foster skills in language, reading, arithmetic, and science. The Engelmann-Becker Model utilized in Dayton is based on programmed teaching materials based on the technology of task analysis, and concentrated on the acquisition of skills in language, reading, and mathematics. The Mathemagenic Activities Model at Martins Ferry focuses on concept development through teaching that incorporates pupil activities that tangibly exemplify the concepts. Supportive services and Parent Advisory Committee functions are described. (DB)

Descriptors: *Compensatory Education Programs/ *Disadvantaged Youth/ *Early Childhood Education/ *Instructional Design/ Intellectual Development/ Primary Grades/ Program Descriptions / *Teaching Models

Identifiers: Engelmann Becker Model/ Mathemagenic Activities Model/ Ohio/ PEP IPI Model/ *Project Follow Through/ Responsive Environment Model

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Dayton Follow Through Program

Project Site: Dayton, Ohio

ED045783 UD011123

Behavior Principles Structural Model of a Follow Through Program, Dayton, Ohio: Model Programs. Childhood Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

70 16p.; Prepared for the White House Conference on Children, December 1970

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No.: OE-20155

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog no. HE-5.220:20155, $0.15)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Prepared for a White House Conference on Children (December 1970), this report describes a program in which first- through third-graders in three schools in Dayton, Ohio, participate in a model of a Follow Through program sponsored by Siegfried Engelmann and Wesley Becker of the University of Oregon at Eugene. All teachers chose to participate, many moving up a grade each year with their students. The program's approach is based on the fact that disadvantaged children are considerably behind middle-class children in learning skills when they enter school and, if these children begin at normal rates, they will always remain behind average children in school. The Engelmann Bereiter approach uses programed materials so that children will not encounter tasks that are too difficult for performance. The materials require many verbal responses for each child. Teachers systematically reinforce desired behaviors, using praise, food, or prizes as reinforcers. This program is used in the first three grades at three schools in West Dayton in impoverished areas. Most of the children have attended kindergarten and have been in Head Start programs. About 98 percent are black. For other booklets in the series, see UD 011 120-121, and 011 124-125. (Author/JM)

Descriptors: *Behavior Change/ *Compensatory Education Programs/ Disadvantaged Youth/ Educational Technology/ *Elementary Education/ Elementary School Students/ Negro Students/ *Programed Instruction/ Reading Instruction/ *Reinforcement/ Student Teacher Relationship/ Teaching Methods

Identifiers: Follow Through Programs/ Ohio/ Siegfried Engelmann

Descriptors:

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A - 024

Project:

Developmental Play (DP)

St. Petersburg, Florida

Descriptors:

- Early Childhood Education
- Handicapped Children
- Humanistic Education
- Interpersonal Competence
- Interpersonal Relationship
- Learning Activities
- Program Descriptions
- Program Development
- Program Evaluation
- Program Planning

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: (DP) - Developmental Play

Project Site: St. Petersburg, Florida

ED150763 EC103755

Sourcebook for Finding Your Way to Helping Young Children Through Developmental Play.

Brody, Viola; And Others

Pinellas County District School Board, Clearwater, Fla.

76 71p.; The Source book was developed as part of the Pupil Personnel Services Demonstration Project

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pupil Personnel Services Demonstration Project, All Children's Hospital, 801 6th Street South, St. Petersburg, Florida 33701 ($2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Presented is a sourcebook for the developmental play program, a relationship-focused, activity-based intervention program for learning problem, behavior problem, Headstart, and normal children (2- to 6-years-old) and a training model in child development and parenting for participating adults. Following an introductory section are descriptions of the program's goals and rationale (including the stimulation of child-adult attachment behavior); structure and program participants; goals and stages of one-to-one child-adult play; suggested one-to-one activities to encourage and establish physical contact, to encourage fantasy, to establish relationships with other one-to-one partners, and to help the adult respond to the child's cues; goals, stages, and activities for circle-time play; goals, stages, and activities for juice-time; songs for developmental play; selection, training, and development of program adults; and assessment methods and behavioral changes associated with developmental play. A final section covers such areas as selection of schools, equipment and space requirements, selection of adults and children, communication with parents, and some potential problems. Appendixes include statistical data showing the effectiveness of developmental play programs, suggestions for feedback for continuing research, samples of forms and rating scales used, quotes from participating adults, and sample handouts. (SBH)

Descriptors: Demonstration Projects/ *Developmental Programs / *Early Childhood Education/ *Handicapped Children/ *Humanistic Education/ Interpersonal Relationship/ Learning Activities/ *Play/ *Program Descriptions/ Program Development/ Program Evaluation/ Program Planning

Identifiers: *Developmental Play Programs

Descriptors:

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A - 028

Project:

Early Childhood Preventive Curriculum (ECPC)

Miami, Florida

Descriptors:

- Ability Identification
- Academic Failure
- Change Agents
- Child Development
- Diagnostic Teaching
- Early Childhood Education
- Educational Environment
- Elementary Education
- Family School Relationship
- Home Programs
- Individualized Reading
- Intervention
- Learning Disabilities
- Parent Counseling
- Prevention
- Program Descriptions
- Reading Diagnosis
- Reading Improvement
- Reading Instruction
- Reading Readiness
- Screening Tests
- Testing

Section: A

TOPIC: Developer/Demonstrator - 1978-79.

Project: (ECPC) - Early Childhood Preventive Curriculum - (Demonstration Center)

Project Site: Miami, Florida

ED127503 95 CG010720

Early Childhood Preventive Curriculum Demonstration Center, ESEA, Title III.

Farber, Nathan

Dade County Public Schools, Miami, Fla. Early Childhood Preventive Curriculum Demonstration Center.

75 19p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

A comprehensive program for the early identification and remediation of kindergarten and first grade students' learning needs has been developed and implemented in Dade County, Florida. The diagnostic aspect of the program includes the screening of all kindergarten and first grade students. This is referred to as the K-1 Diagnostic Survey Program. The purpose of the program is that of early detection of the variety of difficulties that might impede the learning process and to recommend the most appropriate educational placement for each pupil who has an identified problem. Approximately 30,000 students were screened during the 1974-75 school year. Another aspect of this comprehensive approach is the Early Childhood Preventive Curriculum, (ECPC). This is a preventive program focusing on students in the first grade. The emphasis is on the early correction of problems which may cause learning disabilities as the child matures. The ECPC program was awarded an Educational Pacesetter Award by the President's National Advisory Council on Supplementary Centers and Services. This program brings to the attention of pupil personnel workers the availability of a systematically organized approach to the identification and remediation of student learning needs. Pupil personnel workers can be effective instruments for educational change. (Author)

Descriptors: *Ability Identification/ *Change Agents/ *Diagnostic Teaching/ *Early Childhood/ Educational Diagnosis/ Elementary Education/ *Identification Tests/ *Learning Difficulties/ Prevention/ Program Descriptions

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978-79

Project. (ECPC) - Early Childhood Preventive Curriculum - (Demonstration Center)

Project Site: Miami, Florida

EJ105841 EA505415

A Better Mouse Trap: the Early Childhood Preventive Curriculum

Farber, Nathan

Catalyst for Change, 4, 1, 12-14,30 F 74

Describes a project that focused on identifying beginning first grade children with prereading deficits and which created a diagnostic-prescriptive program at the beginning of the first grade that changed potential failure in first grade into a true success story. (Author/DN)

Descriptors: *Grade 1/ *Reading Diagnosis/ *Reading Difficulty/ *Reading Instruction/ *Reading Readiness Tests/ Early Childhood Education/ Individualized Reading/ Reading Improvement

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

ED086347 PS007050

Early Childhood Preventive Curriculum.

Dade County Public Schools, Miami, Fla. Dept. of Program Planning and Development.

Feb 73 7p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This report describes an early intervention program designed to prevent first grade failure. It includes an explanation of the program's objectives, activities, evaluation, and findings; short summaries of the program's background, content, cost effectiveness analysis, and evaluation procedures; and the conclusions and recommendations of a four-member validation team. (SET)

Descriptors: *Academic Failure/ Curriculum/ *Early Childhood Education/ Educational Environment/ Grade 1/ *Intervention/ Learning Difficulties/ Program Costs/ *Program Descriptions/ Program Effectiveness/ *Reading Improvement

Identifiers: Dade County Public Schools

Descriptors:

CROSS REFERENCES:

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A - 029

Project:

Early Prevention of School Failure

Peotone, Illinois

Descriptors:

- Ability Identification
- Child Development
- Educational Diagnosis
- Family School Relationship
- Home Programs
- Kindergarten
- Learning Difficulties
- Learning Disabilities
- Parent Counseling
- Preschool Programs
- Preschool Tests
- Prevention
- Program Descriptions
- Screening Tests
- Testing

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Early Prevention of School Failure

Project Site: Peotone, Illinois

ED115052 88 EC080584

Early Prevention of School Failure: Illinois Title III ESEA Project.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

74 45p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Described in three documents is the Early Prevention of School Failure Project which is designed to identify and provide programs for preschool learning disabled children. Screening tests are said to include evaluations of visual motor integration, speech, language and motor development. Considered in the pamphlet are services provided in Model Learning Disability Kindergartens for children with severe learning problems and therapy and teacher consultation services for children with milder difficulties. It is explained that validation results indicate growth exceeding project objectives in receptive language, visual motor and psycholinguistic development. Provided in accompanying documents are information regarding replication of the project in local schools, an annual report to the President and Congress which touches on program implementation costs. (CL)

Descriptors: Exceptional Child Education/ *Identification/ Kindergarten/ *Learning Disabilities/ *Preschool Education/ Prevention/ *Program Descriptions/ Program Effectiveness/ Screening Tests

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project Early Prevention of School Failure

Descriptors:

CROSS REFERENCES:

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Document(s): 029
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A - 031

Project:

ECOS Training Institute (ETI)

Yorktown Heights, New York

Descriptors:

Biological Sciences
Cocurricular Activities
Community Involvement
Conservation Education
Curriculum Guides
Elementary Education
Environmental Education
Environmental Influences
Experiential Learning
Field Trips
Film Production
Human Living
Interagency Cooperation
Interdisciplinary Approach
Junior High Schools
Learning Activities
Middle Schools
Natural Resources
Outdoor Education
Perceptual Development
Playgrounds
Role Playing
Science Education
Social Studies
Soil Conservation
Student Participation
Teaching Guides
Urban Environment
Urban Youth
Water Resources

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ECOS Training Institute (ETI)

Project Site: Yorktown Heights, New York

ED103197# 88 SE016936

Environment--A Humanistic Approach. Project ECOS--Environmental Education-Community-Opportunity for STEWARDSHIP .

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.

72 15p.; Developed during the ECOS 1972 summer workshop; marginal legibility

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

This environmental education curriculum guide is an interdisciplinary program for sixth-grade students. The guide includes goals, product objectives, process objectives, and appendixes. The four goals are to: (1) understand the concept of tangible and intangible environments and their interaction, (2) discover the community and one's own identity and worth within its environment, (3) develop an appreciation for the concept of preservation in dealing with environments of the past, and (4) appreciate the influence of man on the environment and the environment of man. The product objective is a statement of what the student should be able to do at the end of a given period and how this behavior change is measured or observed. The process objective is a statement of how the product can be achieved through activities such as discussion, use of audiovisual equipment, reading, collecting data, working in groups, and field trips. A pretest of community knowledge, characteristics of a neighborhood, and resources are found in the appendixes. (Author/TK)

Descriptors: *Conservation Education/ *Curriculum Guides/ *Elementary Education/ Environment/ *Environmental Education/ Grade 6/ Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ Science Education/ Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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Document(s): 031	23	*Document(s):*	

A - 032

Project:

EVERY CHILD A WINNER With Movement Education

Ocilla, Georgia

Descriptors:

- Child Development
- Educational Accountability
- Elementary Education
- Elementary School Curriculum
- Equipment
- Financial Support
- Individualized Instruction
- Individualized Programs
- Lesson Plans
- Movement Education
- Physical Education
- Physical Health
- Program Planning
- Self Concept
- Teaching Techniques

032

Page: ⑦③

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EVERY CHILD A WINNER With Movement Education

Project Site: Ocilla, Georgia (formerly Project HOPE)

ED102126 88 SP008907

Every Child a Winner with Improvised Physical Education Equipment.

Irwin County Schools, Ocilla, Ga.

73 57p.; For related documents, see SP 008 906 and 908

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

E.C.A.W.-Improvision, Irwin County Middle School, Ocilla, Georgia 31774 ($5.00)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

This booklet describes physical education equipment constructed at the site of Project HOPE (Health and Optimum Physical Education) in the Irwin County School System, Ocilla, Georgia, to provide rural schools a model for elementary physical education and health services. The booklet is divided into three sections: "What To Do with No Money," "What To Do with Some Money," and "What To Do with Enough Money." Equipment described ranges from tire climbs and can stilts to parallel bars and a covered play area. The use, cost, and construction are described for most of the equipment. (PD)

Descriptors: *Athletic Equipment/ *Construction (Process)/ *Construction Costs/ Elementary Education/ *Physical Education / Physical Education Facilities/ Physical Health

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project HOPE

Descriptors:

CROSS REFERENCES:

Section: B **Page(s):** 24

Document(s): 032

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Document(s):

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Section: A *TOPIC:* Developer/Demonstrator - 1978-79

Project: EVERY CHILD A WINNER With Movement Education

(formerly Project HOPE)

Project Site: Ocilla, Georgia

ED102125 88 SP008906

Every Child a Winner . . . A Practical Approach to Movement Education.

Blackmarr, Syd; And Others

Irwin County Schools, Ocilla, Ga.

74 90p.; For related document, see SP 008907

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

E.C.A.W.--Guide, Box 141, Ocilla, Georgia 31774 ($6.00)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

This document is divided into three parts. Part 1 introduces the Health and Optimum Physical Education project and explains that this project operates under the premise that movement education contributes to a child's total development. In part 2 four concepts are identified as the foundation for efficient and effective movement, and the way in which each can be integrated into a movement education program is explained. These four concepts are space awareness, body awareness, quality of movement, and relationships. In planning a program based on these concepts, teachers must assess student needs, establish broad goals to meet those needs, develop a long range planning schedule (so that one area is not overemphasized), and make daily lessons plans. (Sample lesson plans are given). Part 3 deals with teaching methods. Teachers are encouraged to examine all alternatives and choose the one(s) best suited to their goals. Examples in games, gymnastics, and dance are given to demonstrate what processes can be used to achieve objectives. The appendix includes health forms and lists of movement process categories, audiovisuals, and equipment. (PB)

Descriptors: Child Development/ *Elementary Grades/ *Physical Education/ *Program Planning/ Teaching Methods

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Movement Education

Descriptors:

CROSS REFERENCES:

Section: B	*Page(s):*	*Section:*	*Page(s):*
Document(s): 032	24	*Document(s):*	

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EVERY CHILD A WINNER With Movement Education

Project Site: Ocilla, Georgia (formerly Project HOPE)

ED096302 88 SP008432

How To Get Health and Optimum Physical Education (Title III ESEA) for Your School.

Irwin County Schools, Ocilla, Ga.

74 6p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This document is a description of Project HOPE (Health and Optimum Physical Education) directed at teachers. The ultimate goals of this project are that: (a) every child will be taught to move within his own capability and will never be embarrassed because he is not as good as somebody else; (b) every child will feel good about himself because he can work at his own speed; and (c) every teacher will have accountable lesson plans so he will know what changes are being made in children. A seven-step plan is outlined: (a) assess needs, (b) set goals, (c) write accountable lesson plans, (d) get necessary equipment and supplies, (e) get in-service training from the experts, (f) make every child a winner by implementing your program, and (g) look at what you have done. HOPE-developed equipment is recommended by name when appropriate in the descriptions of the seven steps. (JA)

Descriptors: *Child Development/ Educational Accountability/ Individualized Instruction/ Lesson Plans/ *Motion/ *Physical Education/ *Self Concept

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project HOPE

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
Document(s): 032	24	**Document(s):**	

A - 033

Project:

Exemplary Center for Reading Instruction (ECRI)

Salt Lake City, Utah

Descriptors:

- Basic Skills
- Behavior
- Behavior Change
- Classroom Observation Techniques
- College School Cooperation
- Educational Environment
- Educational Philosophy
- Elementary Education
- Elementary School Students
- Individualized Instruction
- Language Arts
- Learning Activities
- Parent Participation
- Reading Centers
- Reading Instruction
- Reading Skills
- Remedial Reading Programs
- Resource Centers
- Resource Teachers
- Teacher Role
- Teaching Techniques

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ECRI - Exemplary Center for Reading Instruction

Project Site: Salt Lake City, Utah

ED045330 RE003224

Model Programs: Childhood Education. Exemplary Center for Reading Instruction.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

70 22p.

Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.: OE-20136

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20136, $.20)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Begun as a remedial reading center with ESEA Title III funds, the Exemplary Center for Reading Instruction (ECRI) has developed into a reading resource center with remedial, teacher training, research, and information service programs. Emphasis is on preparing teachers to work with disabled readers and on research in remedial reading. Although it was originally designed to serve one school district, the ECRI has expanded its activities over eight Rocky Mountain states and is staffed by 12 persons including teachers, a librarian, and a University of Utah coordinator. Children admitted to the Center receive careful diagnosis, are referred to outside specialists as needed, and are given individually prescribed remedial programs. Demonstration classes and inservice workshops emphasize preparation of teachers to overcome reading disabilities in classroom and clinic situations. Special programs offered in cooperation with the University of Utah are aimed at extending knowledge of reading instruction to reading specialists in a wider area than could otherwise be reached. Parent programs acquaint parents with their children's difficulties and remedial lessons and prepare them to extend Center activities into the home. Research conducted at the Center has provided evidence of program success and is disseminated through the Center library. (MS)

Descriptors: College School Cooperation/ *Demonstration Programs/ *Elementary School Students/ Federal Aid/ Inservice Teacher Education/ Parent Participation/ Parent Workshops/ *Reading Centers/ Reading Instruction/ Reading Research/ *Remedial Reading/ Remedial Reading Programs/ Resource Centers

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ECRI - Exemplary Center for Reading Instruction

Project Site: Salt Lake City, Utah

ED018347 RE001184
EXEMPLARY CENTER FOR READING INSTRUCTION, NEWSLETTER, VOLUME 2, NUMBER 2, FEBRUARY 1968.
REID, ETHNA R. : AND OTHERS
Granite School District, Salt Lake City, Utah.
FEB68 12P.
Report No.: ECRI-VOL-2-NO-2
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

THE NEWSLETTER COLLECTS AND DISTRIBUTES PROFESSIONAL ARTICLES, REPORTS OF OUTSTANDING PROGRAMS, AND INFORMATION ON MATERIALS AND RESEARCH IN THE FIELD OF EDUCATIONAL ENDEAVOR IN GRANITE SCHOOL DISTRICT, UTAH. THIS ISSUE IS CONCERNED WITH THE INSTRUCTIONAL GOALS, PROGRAM PREPARATION, EVALUATION, AND DESIGN OF A DEMONSTRATION CLASSROOM TO DEVELOP INDEPENDENT WORK SKILLS. THE RELATIONSHIP BETWEEN TEACHER AND PUPIL IN DEVELOPING SELF-CONTROLLED WORK SKILLS IS EMPHASIZED. CENTER-SPONSORED PROJECTS AND A PILOT STUDY CONCERNING THE MOTIVATION OF CLASSROOM BEHAVIOR ARE DESCRIBED. THE PUBLICATION SERVES AS A STIMULUS TO INSERVICE TEACHER TRAINING THROUGHOUT THE SCHOOL DISTRICT IN UTAH. (MC)

Descriptors: *Behavior Standards/ *Classroom Participation/ *Classroom Techniques/ Early Reading/ Individual Instruction/ *Instructional Innovation/ Language Skills/ Program Effectiveness/ *Rewards/ Teacher Behavior

Identifiers: EXEMPLARY CENTER FOR READING INSTRUCTION

Descriptors:

CROSS REFERENCES:

Section: B	***Page(s):***	***Section:***	***Page(s):***
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A - 034

Project:

Experience - Based Career Education (EBCE)
(Appalachia Educational Laboratory)

Charleston, West Virginia

Descriptors:

- Career Education
- Career Exploration
- Community Involvement
- Cooperative Education
- Educational Alternatives
- Educational Objectives
- Interagency Cooperation
- Occupational Information
- Program Descriptions
- School Industry Relationship
- Secondary Education
- Teacher Aides
- Vocational Education
- Work Experience Programs

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Appalachia Educational Laboratory)

Project Site: Charleston, West Virginia

ED138824 CE011213
EBCE Program Overview.
Appalachia Educational Lab., Charleston, W. Va.
Jul 75 34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This program overview of experience based career education (EBCE) includes definition of EBCE, comparisons between it and other career/vocational programs, review of program elements and community involvement, and description of its program evaluation and staff training elements. EBCE is described as an alternative to regular high school which includes new approaches to academic learning and student investigation of careers through actual work in them combined with learning about them from books and other resources. The document contains discussion of program alternatives (work study, vocational education, and EBCE) with primary focus on the objectives and practices of each program. Program elements discussed include individualization and the integration of academic courses, concepts and objectives, inquiry process, student activity sheets, career exploration, career development, and decisionmaking. The role of community involvement is described and a listing of EBCE sites is included. Evaluation results are summarized for 1972-73 and 1973-74 programs, indicating above average educational effects. Learning coordinator training and experience site analysis training are outlined in the section on staff training. A glossary of EBCE terms is included. (TA)

Descriptors: *Career Education/ Community Involvement/ Cooperative Education/ Definitions/ *Educational Alternatives/ *Educational Objectives/ Models/ Program Descriptions/ *Program Design/ Program Effectiveness/ Resource Staff Role/ Secondary Education/ *Work Experience Programs

Identifiers: Appalachia Educational Laboratory/ *Experience Based Career Education

Descriptors:

CROSS REFERENCES:

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034	35–40		

A - 036

Project:

Experience - Based Career Education (EBCE)
(Far West Laboratory)

San Francisco, California

Descriptors:

- Administrator Guides
- Career Education
- Career Exploration
- Cooperative Education
- Coordinator Role
- Data Analysis
- Decision Making
- Educational Administration
- Educational Alternatives
- Educational Diagnosis
- Educational Objectives
- Educational Philosophy
- Evaluation Methods
- Individualized Instruction
- Interdisciplinary Approach
- Occupational Information
- Parent Attitudes
- Program Descriptions
- Program Evaluation
- Program Planning
- Resource Guides
- School Community Relationships
- School Industry Relationship
- Secondary Education
- Skill Development
- Student Attitudes
- Student Centered Curriculum
- Teacher Role
- Testing
- Vocational Education
- Work Experience Programs

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED150339 03 CE014558

Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.

Watkins, Richard W.; Jenks, C. Lynn

Far West Lab. for Educational Research and Development, San Francisco, Calif.

15 Nov 76 149p.; For related documents see CE 014 552 and CE 014 544

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Focusing on program evaluation, this handbook is intended for the program director and evaluator of Experience-Based Career Education (EBCE) at the local district or school building level and describes ways of identifying key people concerned with the program, the kinds of information they will want, how to obtain the most important parts of that information, and how to present it in the most useful ways. Chapter 1 includes sections on the rationale and approach used in the handbook and suggested responsibilities and tasks for evaluation planning for each key role. Chapter 2 discusses EBCE and decision-making groups, EBCE program processes, personalized outcomes, program goals and accomplishments, and other evaluation approaches. Chapter 3 discusses factors that influence decisions about educational programs and the kinds of information valued by four groups of decision makers. Chapter 4 discusses information sources and possible ways to obtain information, the specific kinds of information decision makers want from each of the informant groups, and the instruments that can be selected or developed to obtain specific information. Chapter 5 covers analysis and reporting of data and design of evaluation study, data analysis issues, and reports planning. Chapter 6 discusses development of an evaluation plan, district and career education program characterisitcs, and initial evaluation planning. Appendixes contain a description of EBCE, a reader's guide, and instruments/procedures descriptions. (TA)

Descriptors: Administrator Guides/ Career Education/ Data Sheets/ Decision Making/ Educational Administration/ Educational Assessment/ Educational Planning/ *Evaluation Methods/ Evaluation Needs/ *Information Needs/ Information Sources/ Measurement Instruments/ *Planning/ Program Development/ *Program Evaluation/ *Research Design/ School Districts/ Secondary Education/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Far West Laboratory for Educational R and D CA

Descriptors:

CROSS REFERENCES:

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	036	35-40		

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED150338 08 CE014552

The Theoretical Basis of Experience-Based Career Education.

Jenks, C. Lynn

Far West Lab. for Educational Research and Development. San Francisco, Calif.

Apr 76 177p.; For related documents see CE 014 544 and CE 014 558

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

This study analyzes the extent to which the assumptions and procedures of the Experience-Based Career Education model (EBCE) as developed by the Far West Laboratory (FWL) are supported by empirical data and by recognized scholars in educational theory. The analysis is presented as relevant to the more general problem: the limited availability of information about the theoretical basis of complex innovations. The study presents a brief review of antecedent conditions that impact on acceptance of career education and a summary of various pressures on schools for change. Various definitions of career education are presented and the developmental history of EBCE is summarized. The EBCE model is described in terms of its major design features, the selected analytic framework, and major assumptions derived from EBCE descriptions and procedures. A major section examines the derived model assumptions by identifying, organizing, and summarizing philosophies of education, theories of teaching, and empirical studies that relate to them. Each assumption is categorized as generally associated with either instructional objectives, entering behavior, instructional design and procedures, or performance assessment. Literature pertaining to each of these areas is reviewed and discussed in terms of its bearing on EBCE assumptions. A final chapter summarizes the data (revealing where the model is or is not supported by theory and empirical data and suggesting where further evaluation and/or research is needed) and describes the implications of the analysis. (Author/TA)

Descriptors: *Career Education/ *Conceptual Schemes/ Definitions/ Educational Philosophy/ Educational Research/ *Educational Theories/ *Learning Theories/ Literature Reviews/ Models/ *Program Development/ Program Evaluation/ Secondary Education/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Far West Laboratory for Educational R and D CA

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED150336 08 CE014544

Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.

Jenks, C. Lynn

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Aug 77 75p.: For related documents see CE 014 552 and CE 014 558

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This workbook is intended to help decision makers in a school district make informed decisions concerning possible adoption or modifications of the Far West Laboratory Experience-Based Career Education program (FWL-EBCE). The workbook presents procedures and guidelines for (1) deciding whether the FWL-EBCE program, or some adaptation of it, is appropriate to the school district; (2) determining the major program design features appropriate to the school or district; and (3) preparing general specifications for the intended program which will guide the efforts of a staff in developing a detailed plan for its implementation. The workbook is organized around these three functions so that users can proceed systematically through the various issues related to determining the appropriateness and feasibility of the FWL-EBCE program in local districts. Tasks are included for the following areas: determining the purposes for EBCE, examining FWL-EBCE for compatibility, selecting or designing the program, communicating basic decisions, and staff development and implementation planning. The appendix contains questions and answers that highlight FWL-EBCE concepts and the program's adaptability and includes a reader's guide to EBCE purposes and approach. (TA)

Descriptors: Administrator Guides/ *Adoption (Ideas)/ Career Education/ Check Lists/ Data Sheets/ Educational Administration/ Models/ *Program Design/ *Program Development/ *Program Planning/ Resource Guides/ Resource Materials/ School Districts/ Secondary Education/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Far West Laboratory for Educational R and D CA

Descriptors:

CROSS REFERENCES:

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036

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED147622 08 CE014103

Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Las Cruces School District, N. Mex.

Sep 77 110p.; A copyrighted student attitude survey (appendix C) and confidential student information were removed. Several pages of appendix F (Parent Opinion Survey) will not reproduce well due to faint and broken type

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G61-76-00965-502

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Patterned after the Appalachia Educational Laboratory program model, the experience-based career education (EBCE) Project EXCEL was evaluated for its effectiveness after one semester of implementation. Project EXCEL (Experienced-Based Career Education and Learning Program) was implemented in Las Cruces, New Mexico, and was designed to provide an alternative to traditional high school education. It combines a basic academic program with exploratory opportunities in the career and work world. The project's objectives were classified under three major types of goals: student, program perception, and instructional. Hypotheses were formulated and a research design was developed for each of the specific subgoals in the major goal categories. EBCE students were tested using the Student Information Questionnaire, Comprehensive Tests of Basic Skills, Career Maturity Inventory, Student Attitude Survey, and Socialization Profile. Questionnaires were also administered to parents and employers of the students. Results favored the program on program perception and instructional goals. The outcomes for student goals were overall not significant. Students, their parents, and employers generally showed a positive attitude toward the program. Mixed results were shown in the instructional goals section. (SH)

Descriptors: Business/ *Career Exploration/ *Cooperative Programs/ *Educational Alternatives/ Employer Attitudes/ Individual Development/ Parent Attitudes/ *Program Effectiveness/ Program Validation/ *School Community Cooperation/ Senior High Schools/ Student Attitudes/ Vocational Development/ Vocational Education/ Work Experience Programs

Identifiers: *Experience Based Career Education/ Las Cruces Public Schools NM/ New Mexico (Las Cruces)

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED138828 CE011217

The Learning Coordinator: A Study of the Role.

Christensen, Paul R.; Jonnson, James N.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

15 Jan 77 72p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

To create a detailed functional description of the role of learning coordinator (LC), a position that is connected with Experience-Based Career Education (EBCE), a study was conducted that would provide an empirical basis upon which to plan and design training programs for the LC role as well as to assist in developing guidelines for selecting prospective staff members to serve in the role. The primary method consisted of collecting and analyzing information obtained directly from EBCE staff practitioners (95 at 22 different sites). Information was collected using a survey questionnaire, an activity rating scale, and interviews. Quantitative and qualitative data were analyzed and described. Seven factors or core functions of the LC role were analyzed: Learning process management, community resources coordination, individual guidance and counseling, conducting group sessions, teaching, student assessment, and administrative trouble-shooting. From descriptions and perceptions of LCs who were interviewed, conclusions were made about the focus, approach, and content of the training. Conclusions were drawn with regard to the nature of the task, the nature of the LC's work with students, characteristics and skills needed, relevant work experiences, relevant education and training, and attitudes concerning the role. Suggestions for training and selecting LCs are listed. The questionnaire and interview guide are appended. (TA)

Descriptors: *Career Education/ *Cooperative Education/ Coordinators/ Definitions/ Employment Qualifications/ Inservice Teacher Education/ *Job Analysis/ Job Development/ Occupational Information/ Personnel Selection/ Program Planning/ Resource Staff Role/ Secondary Education/ Teacher Characteristics/ *Teacher Role/ Teaching Skills/ *Vocational Education Teachers/ Work Experience

Identifiers: *Experience Based Career Education/ *Learning Coordinators

Descriptors:

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Section: A

TOPIC: Developer/demonstrator - 1978 -79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED138827 08 CE011216

EBCE: The Far West Model. A Program Overview.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

76 22p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

An overview of the Far West Laboratory (FWL) version of Experience-Based Career Education (EBCE) is presented to acquaint potential adopters with the distinctive features, key roles, learning procedures of the Far West model, and its adaptability to local needs. (Core areas of the FWL-EBCE in which all students are expected to progress are career development, basic skills, and life skills.) Resources, staff roles, student roles, organizing the curriculum, and using resources are discussed. One student's experience with the program is traced to illustrate the key features of the total EBCE process. Other topics covered briefly in the overview are evaluation, highlights of 1973-74 evaluation findings, services available from the Far West Laboratory, and a listing of program materials (handbooks, orientation materials, and procedural aids developed to guide and assist adopters in planning and implementing an EBCE program based on the Far West model). (TA)

Descriptors: *Adoption (Ideas)/ *Career Education/ Community Involvement/ Comprehensive Programs/ Curriculum Development/ *Educational Alternatives/ Individualized Instruction/ Models/ Program Descriptions/ Program Planning/ Resource Guides/ *School Community Programs/ Secondary Education/ *Skill Development/ *Student Centered Curriculum/ Student Development / Student Experience/ Vocational Development

Identifiers: California/ California (Oakland)/ *Experience Based Career Education/ Far West Laboratory for Education R and D

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED138823 08 CE011212

Experience-Based Career Education. Final Evaluation Report. FY 1975.

Christensen, Paul; And Others

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Sep 75 175p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Performance testing of the Far West Laboratory (FWL) Experience-Based Career Education (EBCE) model and accumulation of evaluation information from experience with Far West School (for model implementers) conducted during 1974-75 is discussed in this evaluation report. Three types of information are developed: Evidence related to student accomplishment, analyses of the utility of program elements, and evidence showing the degree of acceptance by certain self-selected school districts. Following the introductory chapter, which gives an overview of the FWL-EBCE model and program, chapter 2 contains a description of the overall evaluation design, including a listing of data collection sources, procedures, and instruments. Chapter 3, Student Population, defines the composition of participating groups, i.e., returning students, entering students, controls, and graduates. Attrition during fall and spring is reported. Chapter 4, Program Use and Effects, contains information on student plans, perceptions and attitudes, differential use of program features, and relations among student characteristics, program features, and program outcomes. Chapter 5, Program Implementability, deals with procedures for assuring adherence to the model, plans for continuation of Far West School in Oakland, California, feasibility of adoption of the FWL-EBCE model in different districts, and factors identified as critical in adopting the model. Chapter 6 is a brief summary of findings contained in the report. (TA)

Descriptors: Adoption (Ideas)/ Attendance/ *Career Education / *Educational Alternatives/ Educational Objectives/ Models/ Program Descriptions/ *Program Development/ *Program Effectiveness/ Program Evaluation/ School Community Programs/ Secondary Education/ Student Attitudes/ Student Centered Curriculum/ *Student Characteristics/ *Student Experience/ Student Improvement

Identifiers: California/ *Experience Based Career Education/ Far West Laboratory for Education R and D

Descriptors:

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Section: A **TOPIC:** Developer/demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED138818 CE011191

Experience-Based Career Education. Final Evaluation Report. FY 1976.

Evenson, Jill; Spotts, Robert

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Nov 76 131p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Far West Laboratory for Educational Research and Development, Order Department, 1855 Folsom Street, San Francisco, California 94103 ($5.00, California residents add sales tax)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Project emphasis during the 1975-76 school year is described in this evaluation report was on implementation, operation, and study of the Far West Laboratory Experience-Based Career Education (FWL-EBCE) program at sites under the control of the respective local education agencies. Three emerging programs designated as pilots for the FWL-EBCE model are described: Highland High School EBCE (Salt Lake City, Utah); Pacific Horizons High School (Stockton, California); and Edison High School EBCE (Fresno, California). The 3-part evaluation conducted at the pilot sites is outlined: Study of the implementation process, assessment of student outcomes, and formative feedback to local staff. Evaluation results reported focus on the implementation and characteristics of the three pilot programs including discussion of program ratings; student, parent, and resource data; student-resource interaction; information for program improvement; and students' participation in career-oriented activities. In addition to information from pilot sites, data on students (demography, plans for school and work, attitude toward school) are reported on other FWL-EBCE sites: The Far West High School demonstration site in Oakland, California, and two small market-demand sites, Canyon High School EBCE in Saugus, California, and Maynard Evans High School Community-Based Career Education in Orlando, Florida. Followup information is reported from graduates of the Far West School in Oakland. Overall conclusions are discussed concerning program features, program implementation, program outcomes, and student outcomes. (TA)

Descriptors: *Career Education/ Data Analysis/ *Educational Alternatives/ *Educational Objectives/ Enrollment Trends/ Parent Attitudes/ Program Descriptions/ Program Effectiveness/ *Program Evaluation/ Secondary Education/ *Student Attitudes/ Work Experience Programs

Identifiers: *Experience Based Career Education/ Far West Laboratory for Education R and D

Descriptors:

CROSS REFERENCES:

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036	35-40		

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED122002 CE006843

Considerations on the Design of an Instructional System for Employer-Based Career Education.

Michaels, Eugene R.; And Others

Human Resources Research Organization, Monterey, Calif. Div. 3.

May 72 136p.; The diagram between pages 114 and 115 will not reproduce well in microfiche; Legend altered at Clearinghouse to improve legibility

Sponsoring Agency: Far West Lab. for Educational Research and Development, Berkeley, Calif.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

The four papers prepared by the Far West Regional Laboratory are intended to serve as a model for designing an Employer-Based Career Education (EBCE) program. The authors of Chapter 1, Instructional Model: Bases and Rationale, have discussed underlying concepts and principles. Basic student provisions include: basis for job choice, orientation and experience in several jobs; development if minimal marketable skill; basic academic education; and cognitive, personal, and social competence. Organizational concepts focused on: behaviorally stated objectives, instruction in a functional context, performance-based instruction, learner-managed instruction, and guidance-oriented teachers. Chapter 2, Instructional Model: Intended Outcomes and Content, is directed to a discussion of the student-centered instructional system. Chapter 3, Instructional Model: Processes of Instruction, emphasized (1) the importance of clearly aligning instructional goals and establishing content before selecting processes of instruction and (2) the effect of being too encapsulated by the premise of group classroom instruction in conceptualizing instructional processes. The impact of personal/social/cognitive/career learning are examined in relation to the environments of skill acquisition, applied problems, and seminar. The concluding chapter, Instructional Model: Implementation and Management, has outlined steps in assessing the community, selecting EBCE jobs, and developing the instructional program. (EA)

Descriptors: Academic Education/ *Career Education/ Cognitive Development/ Educational Methods/ Educational Objectives/ Educational Principles/ *Instructional Systems/ Models/ Performance Based Education/ Personal Growth/ Program Administration/ *Program Development/ Social Development/ *Student Centered Curriculum/ *Work Experience/ Work Experience Programs

Identifiers: *Experience Based Career Education

Descriptors:

CROSS REFERENCES:

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	036	35-40		

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED117299 95 CE004411

Experience-Based Career Education: Final Evaluation Report, FY 1974. Volume 2 (Appendix).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

74 193p.; For related documents, see CE 004 408-410

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Contract No.: NIE-C-74-0009

EDRS Price MF-$0.83 HC-$10.03 Plus Postage

The appendixes to the final evaluation report for FY 1974 of the Experience-Based Career Education Program at Far West School (FWS) contain the following: an audit of the final evaluation report for FY 1974, a cost-comparison study of Experience-Based Career Education replication, information about data collection, and associated survey instruments. Survey instruments and collected data relate to: attitudes toward learning, attitudes toward tests, job-related attitudes, job-related terms, parent interview, parent questionnaire, resource person telephone interviews, resource questionnaire, student background summary, student change scale, student interview, student plans and perceptions summary, student questionnaire, student evaluation of school procedures entitled "The Way It Is/The Way It Ought To Be," and published tests. A Stanford University student report entitled "Anthropological Perspectives of FWS and Students" concludes the document. (JR)

Descriptors: Annual Reports/ *Attitude Tests/ *Career Education/ Cost Effectiveness/ Data Analysis/ Data Collection/ Program Attitudes/ *Program Evaluation/ *Questionnaires/ Secondary Education/ Student Attitudes/ Student Characteristics/ Tests/ *Work Experience Programs

Identifiers: California (Oakland)/ EBCE/ *Experience Based Career Education/ Far West School

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED117296 95 CE004408

Experienced-Based Career Education; Interim Evaluation Report, FY 1974.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

15 Mar 74 256p.; For related documents, see CE 004 409-411

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Contract No.: NIE-C-74-0009

EDRS Price MF-$0.83 HC-$14.05 Plus Postage

The interim report for FY 1974 is the first program evaluation, conducted midway through the first year of operation, of the secondary level Experience-Based Career Education Program at Far West School (FWS). A brief introduction surveys the FWS program and discusses the organization of the report. Section 2, descriptions of data collection instruments and procedures, discusses instrument development and administration and data processing. Section 3, student recruitment and selection, summarizes and analyzes past recruitment policies and discusses recruitment plans. Section 4, student samples, discusses the composition of the FWS student group and the comparison and control groups and their respective demographic characteristics and standardized test results. Section 5, mid-year data, analyzes the results of the student opinion questionnaire, the parent opinion questionnaire, the resource opinion questionnaire, the student attitude scale, and interviews. Section 6, program development data, discusses instrumentation, student learning programs, resource development and use, student diagnosis, and student orientation. Section 7, student use and staff perception of the program discusses the differential use of resources and the staff program questionnaire. Section 8 summarizes the report's major findings, generally concluding that the program was positively received by students and parents. Survey instruments and results are appended. (JR)

Descriptors: *Career Education/ Demonstration Programs/ Educational Programs/ Formative Evaluation/ Pilot Projects/ *Program Attitudes/ Program Descriptions/ Program Development/ *Program Evaluation/ Questionnaires/ Recruitment/ Secondary Education/ Secondary School Students/ Selection/ Student Characteristics/ Tables (Data)/ Testing/ Tests/ *Work Experience Programs

Identifiers: California (Oakland)/ EBCE/ *Experience Based Career Education/ Far West School

Descriptors:

CROSS REFERENCES:

Section: B

Document(s): 036 **Page(s):** 31–34

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED109190 TM004640

Measuring Attitudes and Perceptions Affecting Local Acceptance of an Innovation: An Exploratory Study.

Jenks, Charles L.

Apr 75 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Experience Based Career Education (EBCE) is a program which provides students with a comprehensive secondary education that exposes them to a cumulative series of planned, personalized learning experiences in a wide variety of life and work settings. To determine possible program implementation, the Far West Laboratory (FWL) has engaged a series of studies, one of which assessed the opinions of school district teachers and staff concerning adoption feasibility. This approach consisted of an attempt to discover if district variables (demographic or program) influenced receptivity and to identify potential barriers to adoption. (Author/DEP)

Descriptors: Career Education/ *Cooperative Education/ Data Analysis/ Educational Alternatives/ Educational Innovation/ *Feasibility Studies/ *Program Development/ Questionnaires/ *School Districts/ Secondary Education/ Teacher Attitudes/ *Work Experience Programs

Identifiers: *Experience Based Career Education

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/demonstrator - 1978-79

Project: EBCE - Experience Based Career Education - (Far West Laboratory)

Project Site: San Francisco, California

ED065664 VT015494

Employer Based Career Education (EBCE).

Banathy, Bela H.; Peterson, Robert M.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

72 12p.; Prepared for a Symposium on Career Education conducted at the 1972 annual meeting of the American Educational Research Assoc.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The Far West Laboratory for Educational Research and Development is designing the employer based career education model. The model, now at the advanced design phase and soon to be pilot tested, reflects: (1) a comprehensive educational program, (2) the needs of youth, ages 13-18, (3) an educational system to be controlled by public and private employers, (4) the importance of career exploration, (5) an individualized program, (6) the need for performance-based learning objectives, and (7) an educational program that is economically feasible. Another significant aspect of the model is the integrated curriculum approach to meeting the following needs of students: (1) self-awareness, (2) self sufficiency, (3) decision-making skills, (4) social skills, (5) basic cognitive skills, (6) career skills, and (7) skills of employability. (JS)

Descriptors: Behavioral Objectives/ *Career Education/ *Curriculum Development/ Educational Objectives/ Integrated Curriculum/ *Models/ School Industry Relationship/ *Speeches/ Student Needs/ Vocational Education

Identifiers: EBCE/ *Employer Based Career Education

Descriptors:

CROSS REFERENCES:

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Project:

FAST: Functional Analysis Systems Training

Essexville, Minnesota

Descriptors:

- Concept Formation
- Decision Making
- Educational Administration
- Educational Objectives
- Elementary Education
- Elementary School Students
- Exceptional Child Education
- Exceptional Child Services
- Information Dissemination
- Inservice Teacher Education
- Learning Disabilities
- Learning Difficulties
- Program Descriptions
- Program Evaluation
- Regular Class Placement

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: FAST - Functional Analysis Systems Training

Project Site: Essexville, Michigan

ED117926 88 EC081449

Project FAST: Final Report.

Essexville-Hampton Public Schools, Mich.

75 52p.; For related information, see EC 081 446 and 448

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

The final report (1974-75) of Project FAST (Functional Analysis Systems Training) contains objectives and evaluation data of the Essexville-Hampton (Michigan) program which is designed to provide efficient educational and support services to learning disordered children and their regular elementary teachers. The first part contains an introduction to the methods and purposes of the project. Described are the three modules for delivering educational services, nine basic teaching skills, a model of a learning system, and a flow chart of a delivery system which incorporates a change process. Listed are accomplishments such as reduction of the time lag between identification of pupils with learning problems and specific treatment, cost effectiveness, and demonstrated exportability. Evaluation data is provided for four performance objectives for each of two project goals--(1) the development and implementation of a demonstration and dissemination model, and (2) monitoring of project activities to show their impact on children. Information for each objective is presented in terms of source of information, analysis of data, date to be completed, and results. Evidence of effectiveness for 1973-74 is summarized and includes expansion of individual educational programs from 20 in 1971-72 to 149 in 1973-74. Appended is a description of a decision-making process for adoptor districts to use to determine the goals and objectives for their district. (DB)

Descriptors: •Administration/ Decision Making/ Elementary Education/ Exceptional Child Education/ Information Dissemination/ •Learning Disabilities/ •Program Descriptions/ •Program Evaluation/ •Regular Class Placement

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ •Project FAST

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: FAST - Functional Analysis Systems Training

Project Site: Essexville, Michigan

ED117925 88 EC081448

Project FAST: Functional Analysis Systems Training : Adopter/Facilitator Information.

Essexville-Hampton Public Schools, Mich.

75 21p.; For related information, see EC 081 446 and 449

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Presented is adopter/facilitator information of Project FAST (Functional Analysis Systems Training) to provide educational and support services to learning disordered children and their regular elementary teachers. Briefly described are the three schools in the Essexville-Hampton (Michigan) school district; objectives of the program; program inputs, processes, and outcomes; and program schedule. Reported are program outcomes such as statistically significant increases in reading and mathematics acheivement levels, a decrease in discipline problems, and expansion of the program to 201 classrooms in the Bay City, Michigan, area. Also presented are criteria to be used in the selection of adopters including required target population characteristics, staffing requirements, instructional material requirements, financial resources, and training required of adopters. Part 2 focuses on facilitator information including a listing of available awareness material (such as a film on Project FAST), product and process objectives, criteria to be used in the rejection of adopters (such as lack of administrative support), demonstration/visitation capability, training capability, and training schedule. (DB)

Descriptors: *Delivery Systems/ Exceptional Child Education/ *Learning Disabilities/ *Program Descriptions/ Program Design/ Program Effectiveness/ *Regular Class Placement

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project FAST

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978-79

Project: FAST - Functional Analysis Systems Training

Project Site: Essexville, Michigan

ED117923 88 EC081446
Project FAST.
Essexville-Hampton Public Schools, Mich.
75 37p.; For related information, see EC 081 448 and 449
Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Described are components of Project FAST (Functional Analysis Systems Training) a nationally validated project to provide more effective educational and support services to learning disordered children and their regular elementary classroom teachers. The program is seen to be based on a series of modules of delivery systems ranging from mainstream teachers working with building principals and parents (module 1) to consultants, specialists from the community, and community agencies (module 3). Stressed is the importance of training teachers in the following developmental objectives: observation of how the child goes about learning, analysis of what each task demands, analysis of the developmental level, prescription of the specific educational program, organization of the classroom, helping children in directing their own behavior appropriately, being receptive to support help, teamwork with peers and teamwork with parents. Explained is a model of a functional learning system which involves various information processing modes, activation through proprioception, symbolic coding of information, a scanning mechanism, and sensory feedback mechanisms. Also included are a flow chart of project implementation, and forms to use at the individual school or school district level. (DB)

Descriptors: Conceptual Schemes/ *Delivery Systems/ Educational Objectives/ Elementary Education/ Exceptional Child Education/ *Inservice Teacher Education/ Learning/ *Learning Disabilities/ *Models/ Program Descriptions/ *Regular Class Placement/ Teachers

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project FAST

Descriptors:

CROSS REFERENCES:

Section: ____ **Document(s):** ____ ____	**Page(s):**	**Section:** ____ **Document(s):** ____ ____	**Page(s):**

A - 040

Project:

Florida Migratory Child Compensatory Program

Tallahassee, Florida

Descriptors:

- Compensatory Education Programs
- Coordinator Role
- Cultural Awareness
- Educational Objectives
- Experiential Learning
- Formative Evaluation
- Health Problems
- Instructional Problems
- Language Arts
- Migrant Education
- Minority Group Children
- Social Development

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED015032 RC000175

HANDBOOK FOR THE FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM, PROGRAM ESTABLISHED UNDER THE PROVISIONS OF TITLE I ESEA. PRELIMINARY DRAFT.

CRENSHAW, JOSEPH W. : AND OTHERS

Florida State Dept. of Education, Tallahassee.

DEC67 47P.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

THE FLORIDA STATE DEPARTMENT OF EDUCATION HAS ESTABLISHED A STATE-WIDE COMPREHENSIVE EDUCATIONAL PROGRAM FOR AGRICULTURAL MIGRANT CHILDREN. IN DEVELOPING THIS PROGRAM, EVERY EFFORT HAS BEEN MADE TO COORDINATE THE SERVICES AND EFFORTS OF OTHER AGENCIES WHICH HAVE BEEN AND STILL ARE ACTIVE WITH AGRICULTURAL MIGRANTS. THIS PROGRAM HAS BEEN ORGANIZED TO INCLUDE FIVE ACTIVITIES WHICH ARE INTERRELATED, WITH ACTIVITIES TWO THROUGH FIVE SUPPORTING AND GIVING SUBSTANCE TO ACTIVITY ONE. THE FIRST ACTIVITY, SUPPLEMENTAL SPECIAL SERVICES AND EDUCATIONAL PROGRAMS, WAS DESIGNED TO FULFILL THE UNMET NEEDS OF MIGRANT CHILDREN. THE SECOND ACTIVITY INVOLVES THE UTILIZATION OF A MOBILE UNIT IN NON-SCHOOL SITUATIONS FOR ENRICHING THE EXPERIENCES OF MIGRANT CHILDREN. THE PURPOSE OF ACTIVITY THREE, INTERSTATE COORDINATION, IS TO INCREASE CONTINUITY IN THE MIGRANT CHILD'S EDUCATIONAL PROGRAM THROUGH THE USE OF STANDARDIZED TRANSFERRAL RECORDS, INTERSTATE CONFERENCES AND VISITATION, AND THE EXCHANGE OF CURRICULUM MATERIALS. THROUGH ACTIVITY FOUR, THE STAFF WORKING WITH MIGRANT CHILDREN WOULD RECEIVE EXTENSIVE PRE-SERVICE AND IN-SERVICE TRAINING. THE FIFTH ACTIVITY WOULD PROVIDE FOR AN EVALUATION OF THE INDIVIDUAL MIGRANT EDUCATIONAL PROGRAMS, THE FIELD TESTING OF INSTRUCTIONAL MATERIALS, AND THE DISSEMINATION OF PERTINENT INFORMATION TO MIGRANT EDUCATION. (ES)

Descriptors: *Compensatory Education/ Coordination/ Cultural Opportunities/ *Educational Programs/ Experience/ Experimental Curriculum/ Health Services/ Hygiene/ *Instructional Materials / Language Development/ *Migrant Children/ *Migrant Education/ Needs/ Program Coordination/ Programs/ Projects/ Social Development/ Special Services

Descriptors:

CROSS REFERENCES:

Section: B

Document(s): 040

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Section:

Document(s):

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Project:

Focus Dissemination Project

Hastings, Minnesota

Descriptors:

- Academic Failure
- Achievement Gains
- Alternative Schools
- Classroom Management
- Classroom Observation Techniques
- Compensatory Education Programs
- Curriculum Development
- Delinquency Prevention
- Educational Alternatives
- Financial Support
- Group Counseling
- Group Dynamics
- Humanistic Education
- High School Students
- Individualized Instruction
- Individualized Programs
- Instructional Materials
- Instructional Design
- Interpersonal Relationships
- Program Descriptions
- School Improvement
- Secondary Education
- Self Concept
- Staff Improvement
- Student Alienation
- Student Attitudes
- Student Centered Curriculum
- Student Participation
- Teaching Guides
- Teaching Techniques

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: FOCUS - Dissemination Project

Project Site: Hastings, Minnesota

ED118715 88 UD015758
Training Materials (Focus Dissemination Project .
Roseville Area School District 623, Minn.
74 259p.; For Project description, see UD 015 757
Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage

The materials included in this document were prepared for the inservice training of Adoption Site personnel by the staff of Project Focus, a Developer/Demonstration site funded by the U.S. Office of Education under Elementary Secondary Education Act Title III. The document is designed to be used as a complete Training Manual. During the past three years, 1971-74, the Focus program as part of the Roseville Youth Development Project has directed its attention and efforts toward the identification and alteration of those features of a suburban school system that impede and obstruct positive youth development. The program has developed, implemented, evaluated, and disseminated strategies designed: (1) to provide socially acceptable and personally gratifying roles for all youth, particularly those most prone to the development of delinquency patterns and criminal careers; (2) to reduce student feelings of alienation, rejection, and powerlessness. (3) to provide appropriate success oriented learning alternatives; (4) to provide alternatives within the context of a public school system that improve the institutional services to adjudicated delinquents; and, (5) to recommend changes in school policies and procedures to reduce disaffection throughout the system. (Author/JM)

Descriptors: Class Management/ *Compensatory Education Programs/ Curriculum Development/ *Delinquency Prevention/ Instructional Materials/ *Manuals/ Program Descriptions/ *School Improvement/ Secondary Education/ Secondary Schools/ Staff Improvement/ Suburban Schools/ Youth Problems

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Minnesota (Saint Paul)

Descriptors:

CROSS REFERENCES:

Section: **Document(s):**	**Page(s):**	**Section:** **Document(s):**	**Page(s):**

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: FOCUS - Dissemination Project

Project Site: Hastings, Minnesota

ED118714 88 UD015757

FOCUS: A Successful High School Program for Dealing with Disaffected Youth.

Roseville Area School District 623, Minn.

May 75 28p.; For training materials relating to the Focus Project, see UD 015758

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

The Focus program deals with those students who perform well below their capacity socially and/or academically. It has as its main goal to decrease the incidence of alienation among these youth, the staff, and the community. Sub-goals include the reduction of alienation and improvement of self-concept, an increased access to desirable social roles, and the reduction of negative labeling. Since most Focus students are seen to be deficient in the basic academic skills and positive social development, the emphasis in each discipline is directed toward meeting the individual educational and social needs of each student. The philosophical basis of the Focus approach is broken down into seven briefly discussed interrelated components: caring, the setting of expectations, structure, individualization, responsibility, reinforcement, and evaluation. An area of emphasis in the program is the State funded work experience component in which work experiences are provided for each student, giving them an accurate view of the responsibilities and realities of employment. The Focus program is stated to be significantly different from other mini-school concepts dealing with the alienated student -- the family group atmosPhere or small group interaction, noted to be the backbone of the program. (Author/AM)

Descriptors: Academic Achievement/ Educational Alternatives/ Group Dynamics/ *Group Relations/ Group Unity/ High Schools/ High School Students/ Humanistic Education/ Individualism/ Individualized Programs/ Program Descriptions/ Secondary Education/ Self Concept/ Social Relations/ *Student Alienation / *Student Centered Curriculum/ Student Characteristics/ Student Employment/ Student Problems/ Student Rehabilitation/ *Underachievers/ Work Experience Programs/ Work Study Programs

Identifiers: Minnesota (Roseville)/ *Project Focus Dissemination

Descriptors:

CROSS REFERENCES:

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A - 043

Project:

the Glassboro Right - To - Read Project

Glassboro, New Jersey

Descriptors:

Diagnostic Teaching
Individualized Instruction
Individualized Programs
Non-Graded Primary Programs
Primary Programs
Program Descriptions
Reading Achievement
Reading Instruction
Reading Programs
Right to Read
School Community Relationship

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: the Glassboro Right-To-Read Project

Project Site: Glassboro, New Jersey

ED132564 CS003131

Program Development through Process (The Glassboro Right-to-Read Program).

Glassboro Public Schools, N.J.

75 9p.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Office of Program Development.; Office of Education (DHEW), Washington, D.C.

Report No.: NJSDE-TR-7

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The Right-to-Read Program outlined in this document is an ungraded project for kindergarten through third grade, which utilizes individual diagnostic tests to place pupils at their instructional levels of reading and to prescribe plans of individualized instruction based on specific curriculum objectives. The document sketches the development of the project and its first two years of operation (1972-1973 and 1973-1974), including background, project activities, evaluation strategy, the validity and reliability of the instrument, and project results. The average rate of gain across all instructional levels was 2.14 years for 1972-1973 and 1.52 years for 1973-1974. Charts accompany the text. (JM)

Descriptors: *Diagnostic Teaching/ *Individualized Instruction/ Primary Education/ Program Descriptions/ Reading Achievement/ Reading Instruction/ *Reading Programs/ *Ungraded Primary Programs

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Right to Read

Descriptors:

CROSS REFERENCES:

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Document(s): B
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Document(s):
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A - 044

Project:

HIT: High Intensity Tutoring

Highland Park, Minnesota

Descriptors:

- Basic Skills
- Cross Age Teaching
- Elementary Education
- Mathematics Instruction
- Program Descriptions
- Programmed Instruction
- Remedial Mathematics
- Remedial Reading Programs
- Tutorial Programs

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: HIT - High Intensity Tutoring

Project Site: Highland Park, Michigan

ED127576 CS002891

High Intensity Tutoring Project (Highland Park, Michigan): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

76 24p.; See related documents CS 002 885-892

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

High Intensity Tutoring is a cross-age tutoring project for sixth, seventh, and eighth graders. The project features drill in basic reading and math facts and the use of programed workbooks. Teachers distribute candy and other rewards on the basis of points earned by students acting as either tutors or tutees. Tutor-tutee pairs are assigned so that the tutor is approximately two years ahead of the tutee in reading and math skills. Tutees often advance to become tutors. Teachers and aides unobtrusively monitor tutoring, keep detailed records of the percent of errors each tutee makes, and assign materials tutees can complete with 90% to 94% accuracy. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

Descriptors: *Cross Age Teaching/ Elementary Education/ *Mathematics Instruction/ Program Descriptions/ *Programed Tutoring/ *Projects/ *Remedial Mathematics/ *Remedial Reading Programs/ Tutorial Programs

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Project Information Packages

Descriptors:

CROSS REFERENCES:

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Document(s):	044	7–10	Document(s):	
	044	64–65		

A - 045

Project:

project Home Base

Yakima, Washington

Descriptors:

Child Development
Community Involvement
Early Childhood Education
Educational Objectives
Family School Relationship
Interagency Cooperation
Parent Child Relationship
Parent Attitudes
Parent Participation
Perceptual Motor Learning
Preschool Programs
Program Descriptions
Program Evaluation
Teaching Techniques

045

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project Home Base

Project Site: Yakima, Washington

EJ165338 AA526794
The Winning Play at Home Base
Hedrich, Vivian
American Education, 13, 6, 27-30 Jul 77
Reprint Available (See p. vii): UMI

A program in Yakima, Washington, offers further proof that children can be immeasurably helped during the earliest years by their potentially best teachers--their parents. (Editor)

Descriptors: *Parent Child Relationship/ *Preschool Children / *Early Childhood Education/ *Program Descriptions/ *Parent Participation/ Educational Objectives/ Teaching Techniques/ Parent Attitudes/ Parent Education/ Program Evaluation

Identifiers: *Project Home Base/ *Washington (Yakima)

Descriptors:

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Project:

Home Start

Waterloo, Iowa

Descriptors:

- Child Development
- Community Involvement
- Compensatory Education Programs
- Disadvantaged Youth
- Family School Relationship
- Home Programs
- Interagency Cooperation
- Intervention
- Parent Child Relationship
- Parent Attitudes
- Parent Participation
- Perceptual Motor Learning
- Preschool Programs
- Testing

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Home Start

Project Site: Waterloo, Iowa

ED082807 PS006676

Research and Early Childhood: The Home Start Project.

Scott, Ralph

University of Northern Iowa, Cedar Falls.

72 13p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-8-055780-2927; OEG-3-7-068526-2086

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This report describes Home Start, a sequential, highly individualized enrichment program for disadvantaged 2- to 5-year-olds. The program, based on the theoretical need hierarchy of Maslow, focuses on community and family dynamics. Home Start encouraged interdisciplinary collaboration, using the services of psychologists, social workers, home economists, nurses, speech therapists, preschool teachers, and paraprofessionals. This report (1) discusses the parental involvement in Home Start, (2) describes how vulnerable families were identified and referred to community agencies, and (3) presents longitudinal data 19 months after the program's termination. (DP)

Descriptors: *Compensatory Education/ *Disadvantaged Youth/ Enrichment/ Family Environment/ *Home Programs/ Home Visits/ *Intellectual Development/ Intervention/ Longitudinal Studies/ Parent Participation/ *Preschool Education

Identifiers: Iowa Tests of Preschool Development/ LRS Seriation Test/ Mann Whitney U Tests/ Primary Mental Abilities Test/ *Project Home Start

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Home Start

Project Site: Waterloo, Iowa

ED065199 PS005757

Home Start II, Waterloo Community Schools, Waterloo, Iowa.

President's National Advisory Council on Supplementary Centers and Services, Washington, D.C.

14p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Home Start II of the Waterloo Community Schools, Iowa, is a program that attempts to remedy developmental lag in underprivileged preschool children by a multi-faceted approach. The program is described as to context, activities, staff, distinctive features, and equipment and material. Discussions are given of community involvement, costs, and evaluation. Tests of the Home Start children indicate that they have made significant gains, compared with other preschool groups, in achieving school readiness. (DB)

Descriptors: *Child Development/ Community Involvement/ *Disadvantaged Youth/ *Home Instruction/ Intervention/ Parent Participation/ *Preschool Children/ *Test Results

Identifiers: *Home Start Program

Descriptors:

CROSS REFERENCES:

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A - 048

Project:

project I – C – E (Instruction - Curriculum - Environment)

Green Bay, Wisconsin

Descriptors:

- Achievement Gains
- Aesthetic Education
- Art Education
- Behavioral Objectives
- Business Education
- Cocurricular Activities
- Community Involvement
- Concept Formation
- Conservation Education
- Curriculum Development
- Curriculum Guides
- Educational Objectives
- Elementary Education
- Elementary School Mathematics
- Environmental Education
- Environmental Influences
- Experiential Learning
- Field Trips
- Fundamental Concepts
- Home Economics Education
- Human Living
- Industrial Arts
- Inservice Teacher Education
- Instructional Materials
- Instructional Design
- Instructional Media
- Interagency Cooperation
- Interdisciplinary Approach
- Learning Activities
- Lesson Plans
- Mathematics Instruction
- Music Education
- Natural Resources
- Outdoor Education
- Perceptual Development
- Physical Education
- Physical Sciences
- Physics
- Playgrounds
- Primary Programs
- Program Descriptions
- Program Development
- Program Evaluation
- Resource Guides
- Role Playing
- Science Education
- Secondary Education
- Secondary School Science
- Social Studies
- Soil Conservation
- Student Participation
- Teacher Education
- Teaching Guides
- Water Resources

Section: A

TOPIC: Developer/demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED137112 SE022336

Project I-C-E (Instruction-Curriculum-Environment), Green Bay, Wisconsin. End of Project Period Report.

Wisconsin State Dept. of Public Instruction, Madison. Center for Research and Program Development.

76 160p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: WDPI-59-70-0135-4

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Summarized is a project report for Project I-C-E (Instruction-Curriculum-Environment). Project I-C-E developed curriculum materials, provided inservice education, operated a resource material service, and evaluated student learning in the area of environmental education for grades 1-12. Included in this document are reports on these activities and summaries of several research studies related to the project. Student evaluations indicate that most students attained the objectives of the program. Teachers and parents generally were positive about the program. (RH)

Descriptors: Curriculum/ *Curriculum Evaluation/ *Elementary Secondary Education/ *Environment/ *Environmental Education/ Inservice Education/ Instructional Materials/ Program Descriptions/ *Teacher Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project ICE

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED134446 SE021917

Final Evaluation Report Project ICE, C.E.S.A. No. 9, Green Bay, Wisconsin.

Katzenmeyer, Conrad; And Others

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

31 May 75 36p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Reported is an evaluation of Project ICE conducted in the state of Wisconsin in 1974-75. Project ICE is a five year environmental education project located in Green Bay, Wisconsin and funded by the State of Wisconsin under ESEA Title III. Begun in 1970, the project has developed a series of Supplementary Curriculum Guides for all subjects and all grades, K-12 based on twelve environmental concepts. Each lesson identifies a major concept, provides behavioral objectives, suggests instructional or student activities and lists available resource materials. The program emphasizes flexibility by providing numerous alternatives for each lesson. The sample consisted of students in grades 2, 5, 8, and 11 in 14 schools. Evaluation included cognitive assessment of student achievement, teacher logs, teacher reactions, and parent reactions. Students were pretested in the fall and posttested in the spring. Data favored experimental schools in grades 2, 5, and 8. Data for grade 11 were not significant; this supported observations that the ICE program was not implemented in grade 11 experimental schools. Teachers were generally favorable to the program and many parents indicated they felt increased awareness of the environment in their children's questions, behavior, etc. (RH)

Descriptors: *Achievement/ Educational Research/ *Elementary Secondary Education/ *Environment/ *Environmental Education/ *Evaluation/ *Program Evaluation

Identifiers: *Project ICE/ Research Reports/ Wisconsin

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED114271# 88 SE019500

To Catch a Falling Star. Environmental Education Implementation Strategy Handbook.

Kellner, Robert

Project I-C-E, Green Bay, Wis.

75 39p.; Printed in blue ink

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-74-8829

Project I-C-E, 1927 Main Street, Green Bay, Wisconsin 54302 ($1.50)

Document Not Available from EDRS

This handbook has been prepared to provide suggestions to school districts for implementation of environmental education programs. Initially, environmental education is defined as "a process of learning about man's interrelationship with natural and man-made surroundings, developing skills and values for resource conservation...fostering motivation to apply skills and attitudes to assure our survival and to improve the quality of life." Responsibility for teaching environmentally rests with each teacher, and involves linkage of inside and outside lessons to environmental concerns. Environmental concepts permeating the Project I-C-E (Instruction-Curriculum--Environment) curriculum series are given with a simplified student version. Suggestions for active involvement of teachers include group recollections, brainstorming, nosebag charades, audiovisual aids, indepth problem exploration, simulations, role playing, field activities, workshops, acclimatization, and reaching out. A sample lesson from the Project I-C-E curriculum guides illustrates the format of the K-12 series, and its adaptability to various situations. Approaches for utilization of community resources consist of progression, team teaching, workshops, community inventory, and field trip procedures checklist. Appended materials include curriculum and field activity guides, slide/tape programs, films, media catalogues, and evaluation instruments available from Project I-C-E. (BP)

Descriptors: Community Involvement/ Concept Teaching/ *Curriculum Guides/ Elementary Secondary Education/ *Environmental Education/ *Instructional Materials/ *Interdisciplinary Approach/ Natural Resources/ *Pilot Projects/ Program Development/ Resource Guides/ Resource Materials/ Teacher Responsibility

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project ICE/ Wisconsin (Madison)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED113142# SE019431
Catalog of Media Resources. Project ICE.
Project I-C-E, Green Bay, Wis.
75 61p.; Contains color-coded materials
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No.: BR-3-0441SW
Project I-C-E RMC, 1927 Main Street, Green Bay, Wisconsin 54301 ($1.50)
Document Not Available from EDRS

This guide is a list of available environmental education materials from the Project I-C-E Resource Materials Center. A one-page guide explaining procedures for using the Resource Center services is provided. It contains the service charges for shipping and handling, check-out periods, those who may use the resources, ordering instructions, procedures for returning materials, and users' liability. The bibliographic listing of environmental education resources is subdivided into five areas: Films, Filmstrips, Kits, Simulation Games, and Books and Booklets. The section on printed materials is arranged alphabetically with call numbers. Each of the other areas is organized in numerical order, and most contain a listing of new materials. A brief description for the films and filmstrips, along with the grade level, is given. The kits contain a series of lessons in such topics as pollution, ecology, pesticides, environmental quality, water resources, urban problems, environmental awareness, etc. They are briefly described with grade level indicated. Along with the printed material, there is usually an accompanying teacher and student manual and/or films, filmstrips, records, slides, charts, tapes, etc. The section on simulation games contains the purposes of each game, a brief explanation of the procedures, and appropriate grade levels for its use. (BP)

Descriptors: *Bibliographies/ Ecology/ *Environmental Education/ Instructional Aids/ *Instructional Materials/ *Instructional Media/ Natural Resources/ *Science Education/ Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project ICE

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TOPIC: Developer/Demonstrator 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100698 88 SE018596
Physics, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 45p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This physics guide, for use at the senior high level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that focus on student-centered activities with direct application of mathematical and physical laws to modern-day technology. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as mechanics, momentum, and light. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: Conservation Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach / Learning Activities/ Natural Resources/ Outdoor Education/ *Physics/ *Science Education/ *Secondary School Science/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100697 88 SE018595
Physical Science, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 29p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This physical science guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that emphasize a student-centered, scientific approach to gain new and deeper understandings of ecology. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or subject areas. This guide focuses on aspects such as light, sound, and nuclear energy. Most of the 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: Conservation Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach / Learning Activities/ Natural Resources/ Outdoor Education/ *Physical Sciences/ *Science Education/ *Secondary School Science/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100696 88 SE018594
Physical Education 7-12, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 58p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This physical education guide, for use in grades 7-12, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that bridge the gap between physical education and the environment, since all physical education begins with, reflects, and depends on the environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or subject areas. This guide focuses on aspects such as camping, skiing, and fitness. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: Conservation Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach / Learning Activities/ Natural Resources/ Outdoor Education/ *Physical Education/ Science Education/ *Secondary Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100695 88 SE018593

Physical Education K-6, Environmental Education Guide.

Project I-C-E, Green Bay, Wis.

74 74p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This physical education guide, for use in grades K-6, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that focus on the growth of both mind and body, and the work these two must do to protect the environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as tumbling, dance, and cycling. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: Conservation Education/ •Elementary Education/ •Environmental Education/ •Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ •Physical Education/ Science Education/ •Teaching Guides

Identifiers: •Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ •Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100694 88 SE018592
Music 4-6, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 58p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This music education guide, for use in grades 4-6, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that reinforce environmental concepts and theories by developing ecology-related aesthetic values. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as music appreciation and listening. Most of the 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggests references and resource materials useful to teachers and students. (Author/TK)

Descriptors: Conservation Education/ •Elementary Education/ •Environmental Education/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ •Music Education/ Natural Resources/ Outdoor Education/ Science Education/ •Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ •Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100693 88 SE018591
Music K-3, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 47p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This music guide, for use in grades K-3, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that reinforce environmental concepts and theories by developing ecology-related aesthetic values. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as creative movement, dramatization, and word composition. Most of the 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggests references and resource materials useful to teachers and students. (Author/TK)

Descriptors: Conservation Education/ *Elementary Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Music Education/ Natural Resources/ Outdoor Education/ *Primary Education/ Science Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100692 88 SE018590
Industrial Arts 9-12, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 86p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This industrial arts guide, for use in grades 9-12, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that focus on the economical use of materials and resources and the problems of economic gain versus environmental loss. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as plastics, power mechanics, and graphic arts. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: *Conservation Education/ *Environmental Education/ *Industrial Arts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ Science Education/ *Secondary Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100690 88 SE018588
Home Economics 7-12, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 114p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

This home economics guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes that develop a sense of family and personal responsibility toward the environment and help the student learn to use and preserve natural resources. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or subject levels. This guide focuses on aspects such as the consumer, housing, and family living. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: Conservation Education/ *Environmental Education/ *Home Economics Education/ Instructional Materials/ *Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ Science Education/ *Secondary Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100689 88 SE018587

Business Education 9-12, Environmental Education Guide.

Project I-C-E, Green Bay, Wis.

74 131p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

This business education guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that help to meet the growing need for environmental awareness through business communications. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in subject areas. This guide focuses on aspects such as living space, private ownership, and recycling paper. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: *Business Education/ Conservation Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ Science Education/ *Secondary Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100688 88 SE018586
Art 10-12, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 75p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This art education guide, for use in grades 10-12, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that are designed to wake students to sights of beauty and harmony in their environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as graphics, photography, and weaving. Most of the 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggests references and resource materials useful to teachers and students. (Author/TK)

Descriptors: *Art Education/ Conservation Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ Science Education/ *Secondary Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100687 88 SE018585
Art 4-6, Environmental Education Guide.
Project I-C-E, Green Bay, Wis.
74 74p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This art education guide, for use in grades 4-6, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that are designed to wake students to sights of beauty and harmony in their environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as shading, paper sculpture, and ceramic mosaic. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggests references and resource materials useful to teachers and students. (Author/TK)

Descriptors: *Art Education/ Conservation Education/ *Elementary Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ Science Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED100686 88 SE018584

Art K-3, Environmental Education Guide.

Project I-C-E, Green Bay, Wis.

74 62p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This art education guide, for use in grades K-3, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that are designed to wake students to sights of beauty and harmony in their environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as design in nature, kites, and block printing. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

Descriptors: *Art Education/ Conservation Education/ *Elementary Education/ *Environmental Education/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ Natural Resources/ Outdoor Education/ Primary Education/ Science Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Instruction Curriculum Environment/ *Project I C E

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079162 SE016550

A Supplementary Program for Environmental Education, Music, High School.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 19p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education / Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans / *Music/ *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079161 SE016549

A Supplementary Program for Environmental Education, Music, Grade 7-9.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 49p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education / Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans / *Music/ *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Developer - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079160 SE016548

A Supplementary Program for Environmental Education, Music, Grade 1-6.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 45p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Presented in this teacher's guide for grades one through six are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives iclude cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Elementary Grades/ *Environmental Education/ Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Music/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079159 SE016547

A Supplementary Program for Environmental Education, Mathematics, Grade 10-12.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 46p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education / Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans / *Mathematics/ *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079158 SE016546

A Supplementary Program for Environmental Education, Mathematics, Grade 7-8.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 70p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Presented in these teacher's guides for grades seven and eight are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education / Fundamental Concepts/ Grade 7/ Grade 8/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Mathematics/ *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079157 SE016545
A Supplementary Program for Environmental Education, Mathematics, Grade 5-6.
Warpinski, Robert
Project I-C-E, Green Bay, Wis.
72 75p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Presented in these teacher's guides for grades five and six are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Elementary Grades/ *Environmental Education/ Fundamental Concepts/ Grade 5/ Grade 6/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Mathematics/ *Teaching Guides
Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079156 SE016544
A Supplementary Program for Environmental Education, Mathematics, Grade 2-4.
Warpinski, Robert
Project I-C-E, Green Bay, Wis.
72 86p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented in these teacher's guides for grades two through four are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Elementary Grades/ *Environmental Education/ Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Mathematics/ *Teaching Guides
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Section: A **TOPIC:** Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079155 SE016543

A Supplementary Program for Environmental Education, Mathematics, Grade K-1.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 57p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Presented in these teacher's guides for grades K-1 are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education / Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans / *Mathematics/ *Primary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079154 SE016542
A Supplementary Program for Environmental Education, Industrial Arts, Grade 9-12.
Warpinski, Robert
Project I-C-E, Green Bay, Wis.
72 99p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented in this teacher's guide for grades 7-12 are lessons plans and ideas for integrating industrial arts (power mechanics, graphic arts, plastics, and electricity/electronics) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education/ Fundamental Concepts/ *Industrial Arts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Secondary Grades/ *Teaching Guides
Identifiers: ESEA Title III

Descriptors:

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079153 SE016541

A Supplementary Program for Environmental Education, Industrial Arts, Grade 7-12.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 76p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented in this teacher's guide for grades 7-12 are lesson plans and ideas for integrating industrial arts (drafting, woodworking, and metals) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education / Fundamental Concepts/ *Industrial Arts/ *Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079152 SE016540

A Supplementary Program for Environmental Education, Home Economics, Beginning, Intermediate, Advanced.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 111p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Presented in this teacher's guide for beginning, intermediate, and advanced grades are lesson plans and ideas for integrating home economics (family living, child development, family consumer economics, family housing and interiors, family foods and nutrition, and family clothing and textiles) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Environmental Education / Fundamental Concepts/ Home Economics/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079151 SE016539

A Supplementary Program for Environmental Education, Business Education, Grade 9-12.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 124p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Presented in this teacher's guide for grades 9-12 are lesson plans and ideas for integrating business education (general business, typing, shorthand, clerical and secretarial practice, and bookkeeping) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: Behavioral Objectives/ *Business Education/ *Environmental Education/ Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079150 SE016538
A Supplementary Program for Environmental Education, Art, Grade 10-12.
Warpinski, Robert
Project I-C-E, Green Bay, Wis.
72 88p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating art (drawing, painting, graphics, photography, and commercial art) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: *Art/ Behavioral Objectives/ *Environmental Education/ Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans / *Secondary Grades/ *Teaching Guides
Identifiers: ESEA Title III

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Section: A **TOPIC:** Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079149 SE016537

A Supplementary Program for Environmental Education, Art, Grade 7-9.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 98p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appripriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: *Art/ Behavioral Objectives/ *Environmental Education/ Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans / *Secondary Grades/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079148 SE016536

A Supplementary Program for Environmental Education, Art, Grade 4-6.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 87p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented in this teacher's guide for grades four through six are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: *Art/ Behavioral Objectives/ *Elementary Grades / *Environmental Education/ Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans/ *Teaching Guides

Identifiers: ESEA Title III

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED079147 SE016535

A Supplementary Program for Environmental Education, Art, Grade K-3.

Warpinski, Robert

Project I-C-E, Green Bay, Wis.

72 76p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented in this teacher's guide for grades K-3 are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Descriptors: *Art/ Behavioral Objectives/ *Environmental Education/ Fundamental Concepts/ Instructional Materials/ Interdisciplinary Approach/ Learning Activities/ *Lesson Plans / *Primary Grades/ *Teaching Guides

Identifiers: ESEA Title III

Descriptors:

CROSS REFERENCES:

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Document(s): 048

Page(s): 52-53

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TOPIC: Developer/Demonstrator - 1978-79

Project: ICE - Instruction-Curriculum-Environment

Project Site: Green Bay, Wisconsin

ED061031 SE012640
Twelve Major Concept Categories and Their Rationale.
Howlett, George
Project I-C-E, Green Bay, Wis.
16p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Twelve concepts utilized by Project I-C-E (Instruction-Curriculum-Environment) for integrating science, social studies, and language arts with environmental studies are elaborated in this booklet. The rationale for each concept is put forth together with a more detailed explanation of the concept. Topics considered include: energy, ecosystems, limiting environmental factors, water supply, clean air, distribution of natural resources, factors influencing land use, values and attitudes, the power of man, economics, decision making, and land stewardship. This work was prepared under an ESEA Title III contract. (BL)

Descriptors: Definitions/ *Ecology/ *Environment/ Environmental Education/ *Fundamental Concepts/ Interdisciplinary Approach

Identifiers: ESEA Title III/ Project I C E

Descriptors:

CROSS REFERENCES:

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A - 052

Project:

Individualized Language Arts (ILA): Diagnosis, Prescription and Evaluation

Weehawken, New Jersey

Descriptors:

- Basic Skills
- Composition
- Curriculum Guides
- Cursive Writing
- Decoding (Reading)
- Diagnostic Teaching
- Educational Diagnosis
- Elementary Education
- Elementary School Curriculum
- English Instruction
- Evaluation Methods
- Individualized Instruction
- Language Enrichment
- Language Skills
- Secondary Education
- Teaching Guides
- Teaching Techniques
- Writing Skills

052

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ILA - Individualized Language Arts - Diagnosis, Prescription, Evaluation

Project Site: Weehawken, New Jersey

ED110986 88 CS202185

Individualized Language Arts: Diagnosis, Prescription, Evaluation; And Prospectus.

Weehawken Board of Education, N.J.

74 325p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-70-014

Project Director, Roosevelt School, Louisa Place, Weehawken, New Jersey 07087 ($12.50)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Designed for use in grades K-12, this teacher's resource manual advocates the use of a language-experience approach and diagnostic-prescriptive techniques derived from modern linguistic theory for the promotion of students' facility in written composition. The program utilizes an individualized approach and relates writing instruction to speaking, listening, and reading activities, as well as to the students' ideas and feelings. The first section includes a rationale, an overview, results, suggested guidelines for the teaching of writing, meeting students' personal needs through writing activities, diagnostic guidelines and grid sheets, objectives and techniques, and a discussion of the oral reading of compositions. The second section offers techniques for the teaching of various grammatical principles and skills, such as transformations; noun, verb, and prepositional phrases; and appositives and dependent clauses. The appendix offers suggested writing and related reading activities and linguistic explanations of the aforementioned techniques. (LL)

Descriptors: *Composition (Literary)/ Curriculum Guides/ Educational Diagnosis/ Elementary Secondary Education/ English Instruction/ Evaluation Methods/ Individualized Instruction/ *Language Arts/ *Language Skills/ *Teaching Methods/ *Writing Skills

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ILA - Individualized Language Arts - Diagnosis, Prescription, Evaluation

Project Site: Weehawken, New Jersey

ED110545 88 UD015351
Individualized Language Arts -- Diagnosis, Prescription, Evaluation. An ESEA Title III Project Prospectus: 70-014.
Weehawken Board of Education, N.J.
72 30p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The staff of the Individualized Language Arts Diagnosis, Prescription, and Evaluation Project, a funded ESEA Title III program, has developed methods based on a diagnostic-teaching framework designed to analyze students' writing skills for grades 1-12. The program structure also provides teachers with methodology for developing and reinforcing other language skills. The project is stated to be oriented toward discovery and its techniques suitable for many groups, graded or non-graded classes, and various classroom organizations. Rationale, guidelines, activities, procedures, strategies, specific examples, and results are provided. The curricular techniques employed by the program are considered transferable to other schools, with particular relevance for those districts consisting of large numbers of disadvantaged children whose language needs are believed to be especially critical. Contact persons furnishing additional information about the project are cited. (AM)

Descriptors: *Diagnostic Teaching/ *Individualized Instruction/ Individualized Programs/ Language Arts/ Language Development/ Language Enrichment/ Linguistics/ *Teaching Methods/ *Writing Skills

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Individualized Language Arts Project/ New Jersey/ Weehawken

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ILA - Individualized Language Arts - Diagnosis, Prescription, Evaluation

Project Site: Weehawken, New Jersey

ED110544 88 UD015350

Individualized Language Arts--Diagnosis, Prescription, Evaluation. A Teacher's Resource Manual...ESEA Title III Project: 70-014.

Weehawken Board of Education, N.J.

74 308p.

EDRS Price MF-$0.76 HC-$15.86 PLUS POSTAGE

This document is a teachers' resource manual, grades Kindergarten through Twelve, for the promotion of students' facility in written composition in the context of a language-experience approach and through the use of diagnostic-prescriptive techniques derived from modern linguistic theory. The "Individualized Language Arts: Diagnosis, Prescription, and Evaluation" project (on which this manual is based) was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost-effective, and exportable. As a result of the validation, the project is now funded as a demonstration site by the New Jersey ESEA Title III program. This Project, it is stated, was designed to meet the critical need of educators to develop more effective methods of analyzing students' writing, and to prescribe and apply individualized instructional techniques in order to promote greater writing facility. The students' writing development is traced by three samples, taken at three intervals during the year. The evaluation of the samples, based on commonly accepted Language Arts objectives is considered to pinpoint each student's current strengths and needs. A prescriptive program which is said to emphasize the integration of subject areas is used in this Project. The program utilizes an individualized approach, and is used in grades one through twelve. (Author/JM)

Descriptors: Curriculum Guides/ *Diagnostic Teaching/ Educational Diagnosis/ Educational Resources/ Elementary School Curriculum/ Instructional Materials/ *Language Arts/ Manuals/ Secondary Education/ *Teaching Guides/ Writing Exercises/ *Writing Skills

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ New Jersey/ Weehawken

Descriptors:

CROSS REFERENCES:

Section: B Document(s): 052	Page(s): 54	Section: Document(s): B	Page(s): 20–22

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: ILA - Individualized Language Arts - Diagnosis, Prescription, Evaluation

Project Site: Weehawken, New Jersey

ED015189 TE000122
INDIVIDUALIZED LANGUAGE ARTS, WHY NOT.
NORTHROP, MARGERY V.
67 7P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

THE LANGUAGE ARTS PROGRAM IN AN ELEMENTARY SCHOOL CLASSROOM CAN BE INDIVIDUALIZED BY ANY TEACHER WHOSE PUPILS HAVE ACQUIRED CERTAIN BASIC SKILLS IN READING AND WRITING. WORKING WITHIN ONE LARGE BLOCK OF TIME DAILY, THE LANGUAGE ARTS TEACHER FIRST ENSURES THE PROVISION OF WORTHWHILE INDEPENDENT ACTIVITIES WHICH WILL STIMULATE THE CHILDREN'S INTEREST AND FREE HIM TO GIVE INDIVIDUAL AND SMALL GROUP INSTRUCTION. THE CHILDREN THEN ACCOMPLISH SPELLING, COMPOSITION, AND SIMILARLY-RELATED ASSIGNMENTS AT THEIR OWN RATES AND LEVELS. THROUGH INDIVIDUAL CONFERENCES WITH STUDENTS, THE TEACHER FORMS FLUID GROUPS OF STUDENTS WITH SIMILAR DEFICIENCES AND TEACHES ACCORDINGLY, DISBANDING THE GROUPS WHEN THE SKILLS ARE ATTAINED. IN THE INDIVIDUALIZED READING PROGRAM, CHILDREN SELECT THEIR OWN BOOKS, READ AT THEIR OWN PACE, KEEP THEIR OWN RECORDS, AND SHARE THEIR READING WITH CLASSMATES THROUGH A VARIETY OF ACTIVITIES. THESE SHARING ACTIVITIES LEAD INTO INDIVIDUALIZING A BALANCED PROGRAM OF ORAL AND WRITING SKILLS FOR BOTH PRACTICAL AND PERSONAL NEEDS. THIS ARTICLE APPEARED IN "DELAWARE ENGLISH JOURNAL," VOL. 2, NO. 1, SPRING, 1967. (MM)

Descriptors: Communication Skills/ *Elementary Grades/ *English Instruction/ Independent Study/ *Individual Instruction/ *Individualized Curriculum/ Individualized Reading/ *Language Arts/ Spelling/ Writing

Identifiers: DELAWARE/ NEWARK SPECIAL SCHOOL DISTRICT

Descriptors:

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Project:

Institute for Political and Legal Education (IPLE)

Sewell, New Jersey

Descriptors:

- Citizen Participation
- Civil Rights
- Class Activities
- Community Involvement
- Interagency Cooperation
- Interdisciplinary Approach
- Instructional Materials
- Interpersonal Relationship
- Learning Activities
- Legal Education
- Program Descriptions
- Program Development
- Program Evaluation
- Resource Guides
- Role Playing
- School Community Relationship
- Secondary Education
- Simulation
- Social Studies

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: IPLE - Institute for Political and Legal Education

Project Site: Sewell, New Jersey

ED148687 SO010583

Turning Students on to Active Citizenship: Project Description. Institute for Political and Legal Education.

Donovan, Dorothy J.

Institute for Political/Legal Education, Pitman, N.J.

Nov 75 17p.

Institute for Political and Legal Education, 207 Delsea Drive, RD number 4, Box 209, Sewell, New Jersey 08080 (Free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The pamphlet describes program development and replication costs of the Institute for Political and Legal Education (IPLE), a high school social studies program which provides students with practical experiences in politics, government, and law. Developed in New Jersey, the year-long program bridges the gap between schools and communities by involving students in their own town and county government. The curriculum includes daily class sessions, annual workshops, and a model Congress. Also, every student spends at least two days each month working in a governmental or community agency. Program evaluation compared scores of 91 participating students with nonparticipating classmates on tests of political knowledge and inclination to participate. Data analysis showed that IPLE students had increased knowledge and interest in governmental and political functions, and they participated more widely in a variety of political activities. The pamphlet includes instructions for educators in other states to replicate the program. Visitations to IPLE sites in New Jersey can be arranged. A descriptive listing of 28 curriculum materials developed by IPLE and their costs concludes the document. (Author/AV)

Descriptors: *Citizen Participation/ Government (Administrative Body)/ High School Students/ *Instructional Materials/ *Legal Education/ Local Government/ Political Socialization/ *Politics/ Program Costs/ *Program Descriptions / Program Development/ Program Evaluation/ School Community Relationship/ Secondary Education/ *Social Studies

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: IPLE - Institute for Political and Legal Education

Project Site: Sewell, New Jersey

ED110394 SO008537

State Government: The Decision-making Process. A Resource Manual for Teachers and Students.

Khanlian, John F.; Wallin, Katherine L.

Institute for Political/Legal Education, Pitman, N.J.

Apr 75 287p.; Related documents are SO 008 534, 535, and 536

Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 ($10.00)

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

This material provides a program to instruct secondary level students in the political, governmental, and legal process and to encourage active student participation in these processes. Part of a year-long curriculum program, this unit examines the structure and function of the state, county, and local levels. Included are policy formation, lobbying, media techniques, sociological surveying, and value orientation. Intertwined with these issues are the environment, housing, and transportation. In addition, students learn the operation of intergovernmental communication and are provided with a practical knowledge of labor-management relations. Simulation is used to reveal the decision-making process of governmental bodies. The first section of the document introduces the curriculum approach, the value orientation, and the community as a classroom. How to collect data for community research is the focus of the second section, including the influence of this research on governmental decisions and public policy. Section three examines how expectations of the people can be implemented in the government. An introduction to the legislative process precedes a section on a model congress. The final three sections include a community environment project for students and two curriculum guides on county and local government. Several appendices conclude the document, along with a list of resources -- human and organizational, publication, audio-visual materials, and simulations. (Author/JR)

Descriptors: *American Government (Course)/ *Community Cooperation/ Curriculum Guides/ Decision Making/ Governmental Structure/ *Government Role/ Learning Activities/ Legislation/ Manuals/ *Policy Formation/ *Political Science/ Politics/ Resource Materials/ Secondary Education/ Simulation/ Social Studies

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 053	**Page(s):** 55	**Section:** **Document(s):** B	**Page(s):** 20.

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TOPIC: Developer/Demonstrator - 1978-79

Project: IPLE - Institute for Political and Legal Education

Project Site: Sewell, New Jersey

ED110393 SO008536

Voter Education. A Resource Manual for Teachers and Students.

Donovan, Dorothy J.

Institute for Political/Legal Education, Pitman, N.J.

Mar 75 120p.; Related documents are SO 008 534, 535, and 537

Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 ($7.50)

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

This material is produced to provide a program to instruct secondary level students in the political, governmental, and legal processes and to encourage active student participation in these processes. The materials draw heavily upon community cooperation as a base for practical learning. Part of a year-long curriculum, this unit focusing on voter education examines the process of issue analysis, canvassing, and registration with insights into media publicity and propaganda techniques, and election strategies. Voting reform, rights and procedures, party structure, and the electoral college are intensively examined. Chapter one introduces the permanent vote education organization which, when fully implemented, functions as part of the course dealing with elections and campaigning. The second chapter contains a variety of curriculum activities to fully incorporate the goals and objectives of the unit. Activities include a mock election, coffee parties, and receptions, among others. The voter education retrieval system is explored in chapter three, which examines the various methods to increase voter registration and turnout. Several appendices and a bibliography conclude the document. (Author/JR)

Descriptors: American Government (Course)/ Case Studies/ Civil Liberties/ Community Cooperation/ *Elections/ *Law Instruction/ Learning Activities/ Manuals/ News Media/ *Political Science/ Politics/ Resource Materials/ Role Playing / Secondary Education/ Simulation/ Voter Registration/ *Voting / *Voting Rights

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 053	**Page(s):** 55	**Section:** **Document(s):** B	**Page(s):** 20

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: IPLE - Institute for Political and Legal Education

Project Site: Sewell, New Jersey

ED110392 SO008535

Individual Rights. A Resource Manual for Teachers and Students.

Lefkowitz, Barry E.; Maniglia, Ronald J.

Institute for Political/Legal Education, Pitman, N.J.

Mar 75 133p.: Related documents are SO 008 534, 536, and 537

Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 ($3.50)

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

This material provides a program to instruct secondary-level students in the political, governmental, and legal process and to encourage active student participation in these processes. The materials draw heavily upon community cooperation as a base for practical learning. Part of a year-long curriculum program, this unit examines individual rights and civil liberties. The unit concentrates on freedom of speech and expression as intricate parts of the study of the court system, criminal procedures, and the basic foundation of law. Case studies are presented whereby students analyze each decision rendered. Learning activities include mock trials, simulation, role playing, field study, problem solving, issue analysis, and research. Chapters one through four, respectively, (1) introduce students to the foundation of law through a series of classroom activities designed to stimulate individual assessment of both values and concept of the need for laws, plus a basic understanding of the criminal procedures; (2) provide an introduction to due process and judicial review through the use of historical case studies; (3) examine historical aspects of expression, seditious speech, public and private forums, and symbolic speech; and (4) present resource material available on legal education, including selected sections of the Constitution, diagrams, additional teaching strategies, legal glossary, and how to find legal cases. A bibliography concludes the document. (Author/JR)

Descriptors: Case Studies/ Civil Liberties/ *Civil Rights/ Community Cooperation/ *Due Process/ *Freedom of Speech/ Law Enforcement/ *Law Instruction/ Laws/ Learning Activities/ Manuals/ *Political Science/ Resource Materials/ Role Playing/ Secondary Education/ Simulation/ Social Sciences

Descriptors:

CROSS REFERENCES:

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Sectic A

TOPIC: Developer/Demonstrator - 1978-79

Project: IPLE -Institute for Political and Legal Education

Project Site: Sewell, New Jersey

ED110391 SO008534

Fair Trial v. Free Press. A Resource Manual for Teachers and Students.

Clark, Todd; And Others

Institute for Political/Legal Education, Pitman, N.J.

Mar 75 66p.; Related documents are SO 008 535, 536, and 537

Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 ($2.75)

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

This material is produced to provide a program to instruct secondary level students in the political, governmental, and legal processes and to encourage active student participation in these processes. A unique feature of the program is the role of the community as a base for practical learning. Part of a year-long curriculum program, this unit examines civil rights in relation to fair trail and free press. The unit examines the court system, criminal procedures, and the basic foundations of law. Students examine case studies and analyze the decision rendered. Students are expected to formulate their own law, evaluate its precision, jurisdiction, limits of enforcement, and possible alternatives. Learning activities include mock trials, simulation, role playing, field study, problem solving, issue analysis, and research. Chapter one presents the teaching strategies for law-focused education. Chapter two provides several noteworthy opinions designed to stimulate students to weigh the pros and cons of the issue of fair trail v. free press. The third chapter includes three actual murder cases which received some of the most intense publicity in the twentieth century. The fourth chapter provides extensive field study and active student participation relevant to court decisions. A legal glossary and bibliography conclude the document. (Author/JR)

Descriptors: Case Studies/ Civil Liberties/ *Civil Rights/ Community Cooperation/ Due Process/ *Freedom of Speech/ Law Enforcement/ *Law Instruction/ Laws/ Learning Activities/ Manuals/ *News Media/ *Political Science/ Resource Materials/ Role Playing/ Secondary Education/ Simulation/ Social Sciences

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 053	**Page(s):** 55	**Section:** **Document(s):** B	**Page(s):** 20

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: IPLE - Institute for Political and Legal Education

Project Site: Sewell, New Jersey

ED099282# SO007980
Juvenile Justice.
Khanlian, John F.
Institute for Political/Legal Education, Pitman, N.J.
74 189p.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Office of Program Development.

Institute for Political/Legal Education, P.O. Box 426, Glassboro Woodbury Road, Pitman NJ 08071 ($5.00 each)

Document Not Available from EDRS.

This curriculum manual provides information, raises issues and questions of controversy, and suggests certain learning activities which will acquaint high school students with the law as it affects their lives both in school and in the community. Questions discussed in the section called Youth in School include truancy, freedom of expression, personal appearance, and due process. Topics discussed under Juveniles and the Law include the juvenile court and other aspects of juvenile justice. A third section approaches the underlying principles of authority and respect upon which the justice system rests and delves into ways of changing the system. Real and hypothetical case studies focusing on the inquiry approach to learning are presented. Also included are readings, role-playing simulation games, and other types of classroom activities. Each topic covered in the manual is designed so that a maximum of flexibility is possible regarding lesson plans. Class time spent in study and discussion of a particular subject area can be determined by class interest. Concentration on New Jersey laws does not preclude the manual's usefulness in other states. (Author/JH)

Descriptors: Civil Liberties/ Court Cases/ Curriculum Guides / Delinquency/ Dress Codes/ Due Process/ Freedom of Speech/ Inquiry Training/ *Justice/ *Juvenile Courts/ *Law Instruction / *School Law/ School Policy/ Secondary Education/ Social Studies/ *Student Rights/ Student School Relationship/ Youth Problems

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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A - 054

Project:

project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology

Lincoln, Nebraska

Descriptors:

Achievement Gains
Basic Skills
Comparative Analysis
Disadvantaged Youth
Elementary Education
Instructional Materials
Low Achievers
Mathematics Instruction
Minority Group Children
Perceptual Motor Learning
Primary Programs
Program Development
Program Evaluation
Reading Achievement
Reading Instruction
Reading Programs
Systems Approach
Testing
Tutorial Programs

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: project INSTRUCT: Instructional System for Teaching Reading Using Continuous Progress Technology

Project Site: Lincoln, Nebraska

ED121896 UD015949

Evaluation Report, Project Instruct. A Title I Program, Boise Schools.

Boise City Independent School District, Idaho.

4 Aug 75 125p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage

The Structured Tutoring Program evaluated in this report is a major break through as far as maximizing human resources in a school setting to assist the below average student is concerned. Approximately 800 Fifth and Sixth Grade students are trained as tutors and spend not more than fifteen minutes per day with 1,238 Second and Third Grade learners. Para-professional tutor managers train the tutors and also tutor some Second and Third Grade children. Adult aides tutor an additional 450 students in Grades 4-8. Empirical evidence gathered from this and two previous reports indicate that math and reading skill deficient children can make major gains using trained student tutors. Data acquired from questionnaires sent to parents, teachers, and principals indicate that 94 percent of the parents of children tutored in reading felt that the child's reading ability improved and that the child enjoyed reading more. Teachers also feel that students tutored in reading are more willing to answer questions, share ideas, and read aloud to the group following their tutoring experience than before. Results from the perceptual motor component of the program indicate significant gains for 159 kindergarten and first grade children receiving help in locomotor skills. The inservice program components, a unique combination of course content and in-school application, as well as the tutor aide and catch-up keep-up, and summer school components, are discussed. (Author/AM)

Descriptors: Disadvantaged Youth/ Elementary Education/ *Federal Programs/ Inservice Courses/ *Instructional Programs/ *Low Ability Students/ Lower Class Students/ Mathematics Instruction/ Minority Group Children/ Perceptual Motor Learning/ Program Effectiveness/ *Program Evaluation/ Reading Achievement/ Reading Instruction/ *Tutorial Programs/ Tutoring / Tutors

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ Idaho (Boise)/ *Project Instruct

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project INSTRUCT: Instructional System for Teaching Reading Using Continuous Progress Technology

Project Site: Lincoln, Nebraska

ED117147 88 TM005001

An Unobstrusive Experimential Evaluation of a Systems Approach for Teaching Reading.

Novak, Carl D.

Mar 75 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This study was part of the evaluation of Project INSTRUCT, a Title III ESEA reading project. Project schools rated high on implementation were paired with similar control schools. Samples of 165 second-grade students were randomly selected from project and control schools. Covariance procedures were used to compare word knowledge, reading, and spelling scores on the Metropolitan Achievement Test (MAT). Previous achievement and ability scores were used as covariates. Project students scored higher on Word Knowledge and Reading. Differences in Spelling, which was not part of the project, were not significant. The results are consistent with previous evaluation findings. (Author/DEP)

Descriptors: Achievement Gains/ *Comparative Analysis/ Grade 2/ *Primary Education/ Program Development/ Program Effectiveness/ *Program Evaluation/ *Reading Achievement/ *Reading Programs/ Reading Skills/ Standardized Tests/ Systems Approach/ Test Results

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Lincoln Public Schools/ Metropolitan Achievement Test (Primary II)/ Nebraska (Lincoln)/ *Project INSTRUCT

Descriptors:

CROSS REFERENCES:

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A - 056

Project:

IRIT: Intensive Reading Instructional Teams

Hartford, Connecticut

Descriptors:

- Auditory Perception
- Compensatory Education Programs
- Content Reading
- Curriculum Development
- Decoding (Reading)
- Disadvantaged Youth
- Educational Accountability
- Educational Technology
- Elementary Education
- Elementary School Students
- Family School Relationship
- Independent Reading
- Individualized Instruction
- Individualized Programs
- Individualized Reading
- Inservice Teacher Education
- Instructional Staff
- Junior High Schools
- Language Arts
- Language Development
- Language Skills
- Learning Activities
- Learning Laboratories
- Middle Schools
- Motivation Techniques
- Parent Attitudes
- Perceptual Development
- Phonics
- Program Descriptions
- Program Evaluation
- Reading Ability
- Reading Achievement
- Reading Centers
- Reading Comprehension
- Reading Diagnosis
- Reading Improvement
- Reading Instruction
- Reading Progress
- Reading Readiness
- Reading Skills
- Remedial Reading Programs
- Resource Centers
- Small Group Instruction
- Student Attitudes
- Supplementary Education
- Teaching Techniques
- Team Teaching
- Urban Education
- Urban Youth
- Visual Learning
- Visual Literacy
- Vocabulary Development
- Word Recognition
- Word Study Skills

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Section: A

TO. IC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

EJ058174 RE503967
IRIT--The Place to Be
La Conte, Christine
Reading Newsreport, 6, 4, 11-15 Feb 72

Describes the Intensive Reading Instruction Team (IRIT) approach to providing remedial reading instruction for inner-city children who have experienced previous failure in learning to read. (VJ)

Descriptors: Individualized Instruction/ *Inner City/ Parent Role/ Reading Improvement/ *Reading Instruction/ Reading Materials/ *Remedial Reading Programs/ *Student Attitudes/ Teacher Attitudes/ *Team Teaching

ED149316 CS003893
Intensive Reading Instructional Teams (IRIT), 1975-76.
Hartford Public Schools, Conn.
76 19p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This paper discusses the evaluation of the Intensive Reading Instructional Team (IRIT) program, a supplementary reading and language development program for third and fourth graders in the Hartford, Connecticut, public schools. The IRIT program and evaluation design are described, with tables illustrating evaluation data. Results indicate that the program has exceeded its goals in all measures: more than 75% of the students met vocabulary and comprehension objectives; 96% of the students met five other achievement objectives; and informal surveys of parents and classroom teachers indicate a definite improvement in students' attitudes toward reading and school. Two appendixes list parent and teacher evaluations of the IRIT program. (RL)

Descriptors: Elementary Education/ Grade 3/ Grade 4/ Independent Reading/ Language Development/ *Program Evaluation / *Reading Improvement/ *Reading Instruction/ *Reading Programs/ Reading Skills/ Student Attitudes/ *Supplementary Education

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED127574 CS002889

Intensive Reading Instructional Teams (Hartford, Connecticut): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

76 24p.; See related documents CS 002 885-892

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Intensive Reading Instructional Teams is a laboratory project for third graders and for some fourth graders who have difficulty in reading. It features a carefully individualized, eclectic approach made possible by low student/teacher ratios and by a wide variety of materials and equipment. The unique features of this program are the use of an intensive, three-hour session every morning for ten weeks and a team approach to instruction. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

Descriptors: Elementary Education/ Grade 3/ *Individualized Programs/ *Learning Laboratories/ Program Descriptions/ *Projects/ *Reading Programs/ *Remedial Reading Programs/ *Team Teaching

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Project Information Packages

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED110976 CS002130

Intensive Reading and Instructional Teams. 1974-1975: Hartford Moves Ahead: An Evaluation Report.

Hartford Public Schools, Conn.

75 50p.: Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

The intensive reading instructional centers in Hartford, Connecticut, provide reading services to over 500 pupils in the third, fourth, and fifth grades. Reading teams consist of a reading consultant, two master teachers with strong backgrounds in reading, and a part-time clerk-typist. Instruction takes place in eleven-week cycles. Each teacher specializes in one of three areas: decoding, individualized reading, or vocabulary and comprehension development. Significant test score mean gains and changes in reading levels have been reported. Data drawn from self-report forms completed by the children's parents, referring classroom teachers, and team members are highly supportive of the program, which has been in operation for ten years. (MKM)

Descriptors: Content Reading/ *Decoding (Reading)/ *Individualized Reading/ Intermediate Grades/ Reading Comprehension/ Reading Diagnosis/ *Reading Programs/ *Remedial Reading/ Study Skills/ *Team Teaching/ Vocabulary Development/ Word Study Skills

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED097392 UD014579

Intensive Reading Instructional Teams, 1973-1974. Hartford Moves Ahead: An Evaluation Report.

Hartford Public Schools, Conn.

74 46p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Hartford's "Intensive Reading Instructional Team" Program has been a demonstration model for teachers, school systems, and college faculties nationwide. The general objectives of the program were as follows: (1) to raise the level of achievement of pupils who are deficient in the basic skills of language and reading; (2) to improve the self-image of the pupils through approval for any achievement and to provide an atmosphere of mutual self-respect; (3) to develop an appreciation for and pleasure in reading; (4) to investigate techniques and materials which will assist teachers in more effective teaching of reading; (5) to create materials and operate a model demonstration center for the teachers of Hartford; (6) to provide a flexible environment that promotes individualized instruction geared to the learning styles of each pupil; (7) to develop a learner who is self-motivated; (8) to teach to the strengths of each child's learning style and provide remediation for his learning weaknesses; and, (9) to promote an interest on the part of parents in the importance of school-home relationships. The successful departmentalized structure was continued the last year. This design included intensive reading emphasis in three areas--decoding, individualized reading, and vocabulary and comprehension skills. Pupils received approximately one hour of instruction daily in each of the three areas. (Author/JM)

Descriptors: Curriculum Development/ Decoding (Reading)/ Demonstration Programs/ *Elementary Schools/ Individualized Instruction/ *Program Evaluation/ Reading Comprehension/ Reading Instruction/ *Reading Programs/ Teaching Methods/ *Team Teaching/ Urban Schools/ Vocabulary Skills

Identifiers: *Connecticut/ Intensive Reading Instructional Teams/ IRIT

Descriptors:

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Section: **A**

TOPIC: Developer/Demonstrator - 1979 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED080648 UD013780
Intensive Reading and Instructional Teams (IRIT), 1972-73. Profiles of Progress: An Evaluative Report.
Wood, M. Beatrice
Hartford Public Schools, Conn.
19 Jul 73 56p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Three Intensive Reading Instructional Teams (IRIT's) provided a comprehensive half-day program of reading instruction for a period of approximately 11 weeks for 405 third and fourth grade pupils who were in Hartford's validated schools and not achieving up to expectancy. A fourth team, funded by the general budget, provided special reading instruction for 141 students from the nonvalidated schools. The IRIT program has been in operation since 1965. The IRIT Centers for the 1972-1973 school year operated from a base of two types of objectives--behavioral objectives, based mainly on thecognitive skills, measurable and visible and also objectives based on the affective domain. The general objectives of the program were: (1) to raise the level of achievement of pupils who are deficient in the basic skills of language and reading; (2) to improve the self-image of the pupils through approval for any achievement and to provide an atmosphere of mutual self-respect; (3) to investigate techniques and materials which will assist teachers in more effective teaching of reading; (4) to create materials and operate a model demonstration center for the teachers of Hartford; (5) to provide a flexible environment that promotes individualized instruction geared to the learning styles of each pupil; and, (6) to promote an interest on the part of parents in the importance of school-home relationships. (Author/JM)

Descriptors: Basic Skills/ *Compensatory Education Programs/ Comprehension Development/ Decoding (Reading)/ *Elementary School Students/ Family School Relationship/ Individualized Instruction/ Motivation/ *Program Evaluation/ *Remedial Reading/ Student Teacher Relationship/ *Teaching Methods/ Team Teaching

Identifiers: Connecticut/ Hartford

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED066707 CS000118
Intensive Reading Instructional Teams (IRIT), 1971-1972.
Hartford Public Schools, Conn.
12 Jul 72 40p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Four Intensive Reading Instructional Teams (IRITs) consisting of a reading consultant, two master teachers, and a clerk typist provided intensive compensatory reading instruction for more than 500 Hartford third, fourth, and fifth grade students during the 1971-72 school year. The approach of the IRITs was geared to the concept of individualized learning and instruction, student self-direction, and program accountability. Groups of approximately 45 students spent mornings for a ten week period with the IRIT. The overall approach to disability correction involved three areas of concentration: decoding, vocabulary and comprehension development, and individualized reading. The measured achievement levels of children in the program, based upon pre and post group tests, increased significantly. Parent, teacher, and student surveys indicated a high degree of satisfaction with the program. The IRITs also served as an inservice teacher education team, providing instruction in individualized reading methodology and materials. Appendix includes organizational, content, and evaluative data. (TO)

Descriptors: *Decoding (Reading)/ Educational Accountability / Elementary Grades/ *Individualized Reading/ Inservice Teacher Education/ Program Evaluation/ Reading Ability/ *Reading Comprehension/ Reading Instruction/ *Reading Programs / Teaching Procedures/ *Team Teaching/ Urban Education/ Vocabulary Development/ Word Recognition

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED061011 RE003929
Intensive Reading Instructional Teams, Hartford, Connecticut. An Evaluative Report.
Hartford Public Schools, Conn.
Nov 71 40p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

For 6 years, three intensive reading instructional teams (IRIT's) provided intensive small-group reading instruction to school children within Hartford's validated target areas. A total of 363 children were assisted by the overall program. The centers also provided facilities for the diagnosis of reading problems, for team teaching, language enrichment, and for the use of eclectic approaches to reading instruction. The program was departmentalized with team members specializing in one of the three instructional areas: language development and individualized reading, decoding and word attack skills, and vocabulary and comprehension development. A number of techniques were employed for the overall assessment of the program. Various group test data which documented pupil progress for the implementation of prescriptive instruction were used, and several test analyses were developed. Improvement gains were significant at the .01 level. The test data were substantiated by an analysis of parent and teacher evaluation forms. A vast majority of comments reported were highly favorable toward the overall conduct of the program. Appendixes are included. (AW)

Descriptors: Individualized Reading/ Instructional Technology/ Language Development/ *Program Evaluation/ Reading Centers/ Reading Comprehension/ *Reading Diagnosis/ *Reading Programs/ *Small Group Instruction/ *Team Teaching/ Vocabulary Development/ Word Study Skills

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED053886 RE003774

Model Programs: Reading. Intensive Reading Instructional Teams, Hartford, Connecticut.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

71 43p.

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.: OE-30034

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0785, $0.25)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The Hartford Public School District has set up and is maintaining three Intensive Reading Centers, each of which provides a 10-weeks reading program for first graders. The purpose of the program is to improve the reading achievement of disadvantaged children. Children in groups of 10 or 11 move from teacher to teacher at 50-minute intervals. They study in three areas per morning--decoding, basal reading or language development, and visual perception. The afternoon is spent at their home school in regular classes. An evaluation of the program showed that, in general, those children enrolled in the program made significant gains in reading. The program description, personnel, preservice and inservice training, facilities, busing, organization for instruction, activities, material and equipment, parent-community involvement, costs, selection process, and evaluation are included. (AI)

Descriptors: Auditory Perception/ Basic Reading/ Beginning Reading/ *Demonstration Programs/ *Disadvantaged Youth/ *Grade 1/ Language Development/ Program Descriptions/ Reading Achievement/ *Reading Centers/ *Reading Programs/ Reading Readiness/ Visual Perception

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED035713 UD009707

Intensive Reading Instructional Teams (IRIT), Hartford, Connecticut. Program Conspectus.

Center for Urban Education, New York, N.Y. Program Reference Service.

Dec 69 4p.

Report No.: PC-004

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This program selected 252 students on the basis of teacher recommendations and kindergarten survey test scores. Students were divided into teams and remained with an Intensive Reading Instructional Team for 10 weeks. Moving from teacher to teacher at hourly intervals each morning, students met with teachers specializing in one of three crucial areas of reading. "These areas were: the decoding program, which included instruction in word analysis and word attach skills; language development and enrichment program, which stressed vocabulary and comprehension development: and the visual and auditory perception program, which was designed to develop an enjoyment of reading...." (KG)

Descriptors: Auditory Perception/ Grade 1/ *Instructional Staff/ Language Development/ Language Enrichment/ *Reading Centers/ *Reading Improvement/ Visual Perception

Identifiers: Connecticut/ Hartford

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED029774 RE001864

Patterns for Progress: An Evaluation, 1967-1968.

Nearine, Robert J.

Hartford City Board of Education, Conn.

68 17p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

A comprehensive ESEA/Title I program of small-group reading instruction for 500 elementary school children is described, and the results of this Intensive Reading Instructional Teams program are presented. Decoding, comprehension, vocabulary development, and independent reading are emphasized as a part of the team approach. Successful activities which are listed include the use of individual learning packets, creative dramatics, and newspaper and booklet publications of students' work that help to build a positive self-image. Successful outcomes which are listed include improved attitudes toward school and reading, parental involvement, and the development of oral language usage. Results of evaluative studies, presented in tables, reveal significant gains in word forms and word recognition at the primary level and significant gains in vocabulary, comprehension, and total reading for the majority of the intermediate-grade pupils. Questionnaire results indicated that parents, students, and teachers responded quite favorably toward the program and its subsequent effects. (RT)

Descriptors: Attitudes/ Basic Reading/ *Elementary School Students/ Individualized Reading/ *Language Arts/ Language Development/ *Reading Programs/ Structural Analysis/ *Team Teaching

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: IRIT - Intensive Reading Instructional Teams

Project Site: Hartford, Connecticut

ED028897 RE001699

Intensive Reading Instructional Teams, Hartford, Connecticut. It Works.

69 18p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.: OE-37038

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37038, $.25)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Inner-city Hartford, Connecticut, children reading below grade level but having potential for growth in reading were given a 10-week comprehensive program of reading instruction conducted by three Intensive Reading Instructional Teams (IRIT's). Groups of 15 pupils attended the half-day sessions, moving from teacher to teacher at 1-hour intervals and receiving instruction in three areas: (1) phonics and word attack skills, (2) basal reading program, stressing vocabulary and comprehension, and (3) individualized reading. Part of the children's work included writing stories and poems. These, along with teacher-made exercises, have been collected into booklet form by the Hartford Schools for use by other teachers. In the 3 years of the program, children from grades 3 to 6 have been included. The 1967-68 group contained 500 children, mostly from grades 4 and 5. Pretesting and post-testing, using various forms of the California Reading Achievement Test, showed significant gains in vocabulary, comprehension, and total reading achievement. Studies of measured intelligence, using Lorge-Thorndike Intelligence Tests, showed no significant gains. Followup studies, 7 months into the school year following IRIT, showed that reading scores were being maintained or improved upon in a regular classroom setting. References are included. (MD)

Descriptors: *Disadvantaged Youth/ *Elementary Grades/ Individual Reading/ Phonics/ Reading Comprehension/ *Reading Improvement/ Reading Skills/ Teacher Developed Materials/ Vocabulary

Descriptors:

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Project:

project KARE: Knowledgeable Action to Restore our Environment

Blue Bell, Pennsylvania

Descriptors:

- Aesthetic Education
- Animal Science
- Biological Sciences
- Cocurricular Activities
- Community Involvement
- Conservation Education
- Curriculum Development
- Curriculum Guides
- Death Education
- Educational Objectives
- Elementary Education
- Environmental Education
- Environmental Influences
- Equipment
- Experiential Learning
- Field Trips
- Film Production
- Handicapped Children
- Human Living
- Interagency Cooperation
- Interdisciplinary Approach
- Junior High Schools
- Language Arts
- Learning Activities
- Mathematics Instruction
- Middle Schools
- Natural Resources
- Outdoor Education
- Perceptual Development
- Playgrounds
- Pollution Control
- Problem Solving
- Program Descriptions
- Program Evaluation
- Resource Guides
- School Community Relationship
- Science Education
- Secondary Education
- Simulation
- Social Studies
- Soil Conservation
- Staff Improvement
- Student Attitudes
- Student Participation
- Teaching Techniques
- Testing
- Urban Areas
- Urban Enviroment
- Water Resources

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Section: A **TOPIC:** Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED144332 EC102455

A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs.

Tully, Randolph R., Jr., Ed.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

75 127p.; Information concerning this publication may be obtained from: Project KARE, Colony Office Building, Route 73 & Butler Pike, Blue Bell, Pennsylvania 19422

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-71-1775

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Developed by teachers, the curriculum guide provides information on environmental studies activities for use with handicapped students. Activities are divided into three areas: awareness level activities (aesthetics, cemeteries, water, soil, air, noise, and miscellaneous activities); transition level activities (playgrounds, cemeteries, wildlife, and miscellaneous activities); and operational level activities (site development, erosion, and soil). Such activities as categorizing living and non-living things, playground planning, and siting a problem erosion are included. Outlined for each activity are an introduction, questions, equipment needed, and procedures. A final section consists of teacher statements on activity implementation. Appended are a paper on the U.S. Office of Education national diffusion network, and explanation of environmental studies activities, and technical reports on six of the activities included in the guide. (SBH)

Descriptors: Aesthetic Education/ Air Pollution Control/ Animal Science/ Curriculum Guides/ Elementary Secondary Education/ •Environmental Education/ *Handicapped Children/ *Learning Activities/ Natural Resources/ Playgrounds/ Soil Conservation/ Teacher Developed Materials

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED142489 SO010193
City Street: An Outdoor Classroom. A Student Workbook, Project KARE Edition.
Stranix, Edward L.; Fleishman, Michael
Con-Stran Productions, Philadelphia, Pa.; Project KARE, Blue Bell, Pa.
36p.; For a related document, see SO 010 192
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Forty-one activities are suggested for middle or junior high school students to perform while visiting a city street. The activities make use of skills in mathematics, language arts, social studies, and environmental studies. A pencil and a copy of this workbook are essential; other materials required by some of the activities are a tape measure, magnet, and tape recorder. The students can work individually or in groups to determine the following types of information about a city block: number of windows in houses, various building materials, length of sidewalk, scientific names of trees and plants, services provided by stores and businesses, noises of different times of the day, and safest or shortest ways from home to school. Creative activities include writing a poem about the smells and sounds of the city block, creating a radio commercial to show certain aspects of the block, interviewing residents, inventing new uses for familiar objects found on the block, and mapping routes from one place to another. The authors recommend that a trip to a city street be arranged like a field trip, and that permission be obtained from school administrators and parents. (AV)

Descriptors: Elementary Secondary Education/ Environmental Influences/ Field Trips/ Human Geography/ Interdisciplinary Approach/ Junior High School Students/ Language Arts/ *Learning Activities/ Mathematics/ Middle Schools/ *Municipalities/ Sciences/ *Social Studies/ Student Projects/ *Urban Areas/ Urban Environment/ Urban Studies

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED142488 SO010192

The Cemetery: An Outdoor Classroom. A Student Workbook, Project KARE Edition.

Stranix, Edward L.

Con-Stran Productions, Philadelphia, Pa.; Project KARE, Blue Bell, Pa.

74 35p.; For a related document, see SO 010 193

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Twenty-seven activities are suggested for middle or junior high school students to perform while visiting any local cemetery. The activities make use of skills in mathematics, language arts, social studies, science, and environmental studies. All activities require a pencil and a copy of this workbook. Other materials for specific activities include camera, tape measure, and newsprint and crayons for making rubbings. Gravestone rubbings are not only enjoyable to make, but they also allow information to be transported to the classroom in its original state. Many of the activities involve students in recording birth and death dates, comparing ages of death of men and women during various periods, analyzing epitaphs, and identifying the social causes of death such as war. An open-ended sentence completion activity encourages students to describe their feelings about death and life goals after having spent some time in the cemetery. A number of activities with a science orientation involve the students in identifying and studying the plant and animal life within the cemetery. Parts of flowers are to be identified, scientific names of leaves are to be researched, and insect life is recorded. Sketches or photos of plants, rocks, and animals are encouraged. Classes will have to make several trips to the cemetery in order to accomplish most of the activities. (AV)

Descriptors: *Death/ Elementary Secondary Education/ Environmental Influences/ Field Trips/ Human Geography/ Interdisciplinary Approach/ Junior High School Students/ Language Arts/ *Learning Activities/ Mathematics/ Middle Schools/ Sciences/ *Social Studies/ Student Attitudes/ *Student Projects/ Urban Environment

Descriptors:

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Section: A **TOPIC:** Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED141953 EA009770

School Sites: Development and Utilization for Environmental Studies. Project KARE: A National Model for Strengthening Environmental Studies in Local Schools.

Tully, Randolph R., Jr.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Research and Information Services for Education, King of Prussia, Pa.

75 39p.; For a related document, see ED 087 692

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Some directions and avenues of thought are suggested to help school personnel develop sites for environmental education. In approaching the use or development of a site, important steps are (1) involving students, teachers, administrators, parents, and community representatives; (2) determining educational goals on the basis of students' needs; and (3) developing a resource list. Suggestions are made of ways different disciplines can be involved with the site, emphasizing that action-oriented activities are the ones most successful with students. Three site analyses prepared for schools considering development of their properties are included to provide more detailed use and development instructions, to give an idea of the variety of usable natural sites, to suggest possible planning formats, and to illustrate what a completed inventory and plan might look like. A bibliography, a list of relevant organizations, and a site analysis inventory checklist conclude the report. (Author/MLF)

Descriptors: *Activity Learning/ Bibliographies/ Curriculum Development/ Curriculum Guides/ Educational Innovation/ Elementary Secondary Education/ *Environmental Education/ Interdisciplinary Approach/ Landscaping/ Needs Assessment/ *Outdoor Education/ *Resource Guides/ *Site Analysis/ *Site Development/ Student Participation/ Trails

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED104650 88 SE010601

Sketches of Local Action Programs for School Environmental Education 12/73 to 6/74.

Project KARE, Blue Bell, Pa.

74 27p.; Related documents are ED 063 177 and ED 097 199

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Twenty-two elementary and secondary schools from throughout the five-county Southeastern Pennsylvania region were selected by Project KARE (Knowledgeable Action to Restore our Environment) to receive grants for Local Action Programs (LAP) of environmental education during 1973-1974. This guide reviews these twenty-two programs including the program name, the school name and address, program leaders, number of participating students and grade level, geographic and demographic descriptions of the school, and a synopsis of program goals and activities. The programs reviewed in the guide cover environmental topics such as nature study areas, air pollution, cemetery studies, and land, air and water studies. (TK)

Descriptors: *Action Programs (Community)/ Conservation Education/ Educational Programs/ Elementary Education/ *Environmental Education/ *Federal Programs/ Grants/ Interdisciplinary Approach/ Natural Resources/ Outdoor Education/ *Program Descriptions/ Science Education/ Secondary Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project KARE

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED097199 88 SE018147

Sketches of Local Action Programs for School Environmental Education. Update.

Project KARE, Blue Bell, Pa.

73 22p.; For a related document, see ED 063 177

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Twenty elementary and secondary schools from throughout the five-county Southeastern Pennsylvania region were selected from 44 applicant schools to receive grants for Local Action Programs of environmental education. Included in this booklet is a resume of each of these programs. Information specifies program name, school name and address, program leaders, number of students and grade levels, geographic and demographic descriptions of the school, and a synopsis of the program goals and activities. The programs are administered through Project KARE (Knowledgeable Action to Restore our Environment), an ESEA Title III Project. (EB)

Descriptors: *Action Programs (Community)/ Educational Programs/ *Elementary Grades/ *Environmental Education/ Interdisciplinary Approach/ *Program Descriptions/ *Secondary Grades

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project KARE

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED093619 SE017108

A Curriculum Activities Guide to Birds, Bugs, Dogs, and Weather and Environmental Studies. Volume 5. 2nd Edition.

Hershey, John T.; And Others

Institute for Environmental Education, Cleveland, Ohio.

Aug 73 159p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Grant No.: OEG-0-71-4622; OEG-0-72-5105

Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

This material is one publication of a series of documents available from the Institute for Environmental Education (Cleveland) and consists of a curriculum activities guide to birds, bugs, dogs, and weather and environmental studies. The first edition of this material was prepared by the Documentation Task Force of Project KARE, Philadelphia, and was revised by personnel at the institute. The guide is intended for use by teachers and students until they feel sufficiently confident to prepare their own materials and is organized into three sections: Chapter 1 is on awareness activities, 2 on transitional activities, and 3 on operational activities. Awareness activities, developed with process skills in mind, are designed to orient students toward a concern for environmental problems and a realization that the problems are appropriate subjects for study. Transitional activities are directed toward real community concerns. Operational activities are integrated with community efforts to solve environmental problems. The guide's format is that of a questioning sequence, using questions to (1) lead to the activity, (2) initiate the activity, (3) continue the activity, (4) expand the activity, and (5) evaluate the activity. Teachers using the guide are invited to use only those activities that are most appropriate to their situation. (PEB)

Descriptors: Biology/ *Curriculum Guides/ Environment/ *Environmental Education/ Field Studies/ Instruction/ Meteorology/ *Science Activities/ Science Education/ Secondary School Students/ Teaching Techniques

Identifiers: *Institute for Environmental Education

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED087692 SO007001
Project KARE. Annual Report 1972-73.
Hickey, Matthew M.
Project KARE, Blue Bell, Pa.
73 50p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The annual report of Project Kare (Knowledgeable Action to Restore our Environment) reviews the accomplishments of project management, programs, and services, as well as evaluation proceedings and supportive information for 1972-1973. The purpose of Project Kare is to strengthen environmental education in five intermediate units in Pennsylvania, involving teachers and students in grades K-12 in 69 public schools and over 300 non-public schools. The objectives of the project are to encourage local schools to teach, experience, and learn urban-suburban cooperation in environmental problem solving; to utilize learning approaches which are action oriented and interdisciplinary; and to foster community participation in environmental education. The three basic activities sponsored by the Project and reviewed in the report are the following: 1) Local Action Programs, interdisciplinary activities dealing with specific environmental problems incorporated into the ongoing curricula of sponsoring schools; 2) Environmental Studies Consultant Services (ESCE), providing project staff to perform site-analysis, inservice training, and curriculum design to requesting schools; and 3) the Environmental Education Resource Center (EERC), providing students, teachers, and community with information, research findings, and curriculum materials. Appendices offer further data on the project activities which are summarized in an interim evaluation report. (KSM)

Descriptors: *Activity Learning/ Annual Reports/ Community Involvement/ Consultation Programs/ Elementary Education/ *Environmental Education/ *Interdisciplinary Approach/ Learning Activities/ Program Evaluation/ Projects/ Resource Materials/ *School Community Relationship/ Secondary Education / *Staff Improvement

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project Kare

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED083004 SE016827

A Curriculum Activities Guide to In-Depth Environmental Studies.

Hershey, John T., Ed.; And Others

Project KARE, Blue Bell, Pa.

73 167p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Grant No.: OEG-0-72-5105

Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

This guide is the fourth in a series of four books emphasizing student-oriented problem solving related to environmental matters. It utilizes a three-level activity approach: awareness transitional, and operational. The intent is to provide investigations that will motivate students to pursue in-depth studies, thus encouraging them to generate ideas, design and carry through plans of action, make decisions regarding data collection, processing, evaluation, and utilization, and determine what potential impact these findings might have on community action. In proposing or recommending action they must consider the action and alternatives to this action as they relate to a variety of political, economic, legal, social, scientific, and technological factors. Topics considered for the investigations include birds, weather, ferns, air quality and vegetation, and weeds. Each chapter is devoted to one topic and provides a series of investigations on that topic. An introduction and background information give initial orientation followed by an enumeration of materials and methods, and, where appropriate, data, interpretations, and conclusions. A bibliography supplements each chapter. Related documents are SE 016 524, SE 015 525, and SE 016 614. (BL)

Descriptors: *Curriculum Guides/ Elementary Grades/ *Environmental Education/ Instructional Materials/ *Investigations/ *Natural Resources/ *Problem Solving/ Secondary Grades/ Student Research

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 058	**Page(s):** 57–58	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED080361 SE016614

A Curriculum Activities Guide to Water Quality Equipment and Environmental Studies.

Hershey, John T., Ed.; And Others

Project KARE, Blue Bell, Pa.

73 192p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Grant No.: OEG-0-72-5105

Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

This book is the third in a series of four books emphasizing student-oriented problem solving related to environmental matters. In properly conducted environmental investigations, it is felt students will perceive the need to extend their senses by using instruments. The instrumentation as presented in this guide should aid students in this respect. Chapter 1 offers construction plans for 23 pieces of water quality testing equipment. Included for each are an introduction to the item, materials and tools needed, procedure for construction, directions for using it, problems encountered, and a bibliography. Basic, intermediate, and advanced water quality kits and systems which can investigate four major water quality parameters--physical, chemical, macrobiological, and microbiological factors--are discussed in Chapter 2. Water quality equipment is listed in Chapter 3 for measuring devices, scientific equipment, tools, resource materials, supplies, containers, and glass and miscellaneous items. Each table identifies the item, use area (biology, chemistry, physics), topic area, age range of user, and local source to obtain it. How and where to get needed items are dealt with in the final chapter. Related documents are SE 016 524 and SE 016 525. (BL)

Descriptors: *Construction (Process)/ Curriculum Guides/ Elementary Grades/ *Environmental Education/ *Equipment/ Instructional Materials/ Learning Activities/ *Measurement Instruments/ Secondary Grades/ Testing/ *Water Resources

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED080349 SE016525

A Curriculum Activities Guide to Population and Environmental Studies.

Hershey, John T., Ed.; And Others

Project KARE, Blue Bell, Pa.

73 197p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Grant No.: OEG-0-72-5105

Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

This book is the second in a series of four books emphasizing student-oriented problem solving related to environmental matters. It is divided into three activity levels: awareness, transitional, and operational. The activity sequence is designed to motivate students toward a concern for environmental quality, take action related to particular problems or concerns, and provide background for in-depth, on-going problem investigations. Population awareness is developed through study of (1) density, distribution, and diversity, (2) food, clothing, and shelter, and (3) political and social factors. Process-skills emphasize observation, data collection, data recording, and making inferences and predictions based on recorded observations. Each activity identifies the situation and notes open-ended questions, equipment needed, procedure, past students, limitations, and a biography. Transitional activities focus on real problems of the community and extend those of the first level in each of the three study areas. Economic, political, social, scientific, technological, aesthetic, and legal factors are considered. Activity format is the same. Operational activities are an outgrowth of the first two levels. Four approaches to problem solving are presented. They are: simulation, contract projects, debating, and modeling situations. Related documents are SE 016 524 and SE 016 614. (BL)

Descriptors: *Curriculum Guides/ Elementary Grades/ *Environmental Education/ Instructional Materials/ *Learning Activities/ Perception/ *Population Education/ *Problem Solving/ Secondary Grades/ Student Research

Descriptors:

CROSS REFERENCES:

Section: B	***Page(s):***	***Section:***	***Page(s):***
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TOPIC: Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED080348 SE016524

A Curriculum Activities Guide to Solid Waste and Environmental Studies.

Hershey, John T., Ed.; And Others

Project KARE, Blue Bell, Pa.

73 312p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Grant No.: OEG-0-72-5105

Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-$0.76 HC-$15.86 PLUS POSTAGE

This book is the first in a series of four books emphasizing student-oriented problem solving related to environmental matters. It is divided into three activity levels: awareness, transitional, and operational. The activity sequence is designed to motivate students toward a concern for environmental quality, take action related to particular problems or concerns, and provide background for in-depth, on-going problem investigations. Process-skills dealt with at the awareness level include observation of solid waste sources and components, categorizing of solid-waste problems, qualitative comparisons, measuring the magnitude of the problem, inferring, and questioning. Each activity identifies the situation and notes open-ended questions, equipment needed, procedure, past studies, limitations, and a bibliography. Transitional activities focus on real problems of the community and involve students in predicting, data collection, data processing, data evaluation, and formulation of hypotheses. Economic, political, social, scientific, technological, and legal factors are considered. Activity format is the same. Operational activities extend those of the first two levels. Four approaches to problem solving are presented: simulation, contract projects, debating, and modeling situations. A bibliography and glossary are appended. Related documents are SE 016 525 and SE 016 614. (BL)

Descriptors: *Curriculum Guides/ Elementary Grades/ Environment/ *Environmental Education/ Instructional Materials / *Learning Activities/ Perception/ *Problem Solving/ Secondary Grades/ Student Research/ *Wastes

Descriptors:

CROSS REFERENCES:

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TOPIC Developer/Demonstrator - 1978 - 79

Project: KARE - Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED063177 SE013857
Sketches of Local Action Programs for School Environmental Education.
Wright, Donald L.
Project KARE, Blue Bell, Pa.
Jun 72 19p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Seventeen elementary and secondary schools from throughout the five-county Southeastern Pennsylvania region were selected from 67 applicant schools to receive grants for Local Action Programs of environmental education. Included in this booklet is a resume of each of these programs. Information specifies program name, school name and address, program leaders, number of students and grade levels, geographic and demographic descriptions of the school, and a synopsis of program goals and activities. The programs are administered through Project KARE (Knowledgeable Action to Restore Our Environment), an ESEA Title III Project. (BL)

Descriptors: Action Programs (Community)/ Educational Programs/ *Elementary Grades/ *Environmental Education/ Innovation/ Interdisciplinary Approach/ *Program Descriptions/ *Secondary Grades

Descriptors:

CROSS REFERENCES:

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A - 059

Project:

Learncycle: Responsive Teaching

Vernon, New Jersey

Descriptors:

Basic Teaching
Correctional Education
Curriculum Development
Diagnostic Teaching
Educational Diagnosis
Educational Objectives
Individualized Instruction
Inservice Teacher Education
Parent Attitudes
Parent Participation
Program Descriptions
Reading Instruction
Reading Programs
Resource Centers
Special Education
Teacher Education
Visual Learning

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TOPIC: Developer/demonstrator - 1978 - 79

Project: Learncycle: Responsive Education

Project Site: Vernon, New Jersey

ED127410 UD016255

Project Learncycle. An Exemplary Educational Program.

Palisades Park Public Schools, N.J.

75 9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This Elementary Secondary Education Act Title III Project has been validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education. The Title III Training-Resource Center has developed a systems approach to teacher training and student learning. This is a comprehensive and thorough package for intensive teacher retraining and improved basic curricula in special education. It is designed to meet a variety of needs through diagnostic prescriptive instructional systems grounded at every level in proven principles of learning theory. It includes diagnosis of teacher behavior, as well as student behavior (reading and mathematics and social skills). Thus, it zeroes in on both what skills teachers must acquire to improve learning in the classroom and what skills students need. It then makes proven prescriptions. Finally, it includes the actual provision of the treatment recommended, and in the implementation of the entire model, ways to assure that the treatment is followed and its salutary effects maintained are built in. The system includes two other components: (1) training of regular class teachers by trained special education teachers and (2) training of special students in needed survival skills. (Author/JM)

Descriptors: Curriculum Development/ Diagnostic Teaching/ Educational Diagnosis/ Educational Objectives/ Federal Programs/ *Individualized Instruction/ *Inservice Teacher Education/ Parent Education/ Parent Participation/ *Program Descriptions/ Resource Centers/ *Special Education/ Special Education Teachers/ Systems Approach/ Teacher Workshops

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ *New Jersey

Descriptors:

CROSS REFERENCES:

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A - 061

Project:

Learning to Read by Reading

Jamestown, California

Descriptors:

Adult Basic Education
Beginning Reading
Correctional Reading
Reading Instruction
Reading Programs
Visual Learning

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Learning to Read by Reading

Project Site: Jamestown, California

ED112345 CS001917

Learning to Read through Reading.

Sierra Conservation Center, Jamestown, Calif.

74 6p.: See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program attempts to raise the reading skills of inmates of the Sierra Conservation Center to the level needed for training in conservation work while in prison, or for outside jobs after parole or release. The seven-week training session uses a reading-with-symbols method, giving the beginning reader visual cues to help identify the sound of a letter or a group of letters. Students first master consonant and vowel sounds from phonetic spelling lists, and as they proceed through the course to special reading books, the cuing with symbols is gradually reduced. The symbols enable the students to progress rapidly enough that they experience feelings of confidence and success in their reading. Students enter the program at the level at which they need work. The content of the program is designed to be of high interest to prisoners. (TO/AIR)

Descriptors: Adult Basic Education/ *Beginning Reading/ *Correctional Education/ Cues/ *Effective Teaching/ Prisoners/ *Reading Instruction/ *Reading Programs/ Visual Learning

Identifiers: Effective Reading Programs/ *Exemplary Reading Programs/ Reading with Symbols/ Right to Read

Descriptors:

CROSS REFERENCES:

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A - 064

Project:

Media Now

Red Oak, Iowa

Descriptors:

Change Strategies
Educational Environment
Educational Objectives
Educational Technology
Elementary Education
Experiential Learning
Evaluation Methods
Film Production
Educational Television

Individualized Instruction
Learning Activities
Media Technology
Radio Technology
Secondary Education
Teacher Education
Teaching Guides
Teaching Techniques
Visual Literacy

064 **Page:** ⑰④

Section: A **TOPIC:** Developer/Demonstrator - 1978 - 79

Project: Media Now

Project Site: Red Oak, Iowa

ED140812 IR004893
Media Competency.
Curtis, Ron
75 8p.: For related document, see IR 004 892
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The need to teach media competency in the schools in a systematic way has been largely unrecognized. The Media Now course of study provides an example of the type of instruction needed to teach the knowledge and skills necessary for informed media consumption and skilled media production. The course, which has been thoroughly tested and validated in the classroom, is built around performance objectives, learning by doing, and individualized instruction, and concentrates on the film, radio, and television media. (STS)

Descriptors: Activity Learning/ *Change Strategies/ Educational Change/ Educational Innovation/ Educational Objectives/ Elementary Secondary Education/ Film Production/ Films/ Individualized Instruction/ Instructional Innovation/ *Instructional Systems/ *Mass Media/ *Media Technology/ Propaganda/ Radio/ Radio Technology/ Television/ *Visual Literacy

Identifiers: Media Now Project

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Media Now

Project Site: Red Oak, Iowa

ED140811 IR004892
Understanding the Media.
Curtis, Ron
76 29p.; For related document, see IR 004 893
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The need has been established for classroom study of mass media form and content. As this need becomes more widely recognized, high quality, cost effective, and systematic educational materials must be developed. Teachers who possess characteristics and backgrounds amenable to media teaching must be trained in the use of these materials and in media teaching techniques. More research on the effectiveness of media study programs (such as that done in the Media Now course evaluation project) is needed. Descriptions of several media study programs presently in operation are included in the text. (STS)

Descriptors: Activity Learning/ *Change Strategies/ Educational Change/ *Educational Development/ Educational Innovation/ Educational Objectives/ *Educational Policy/ Elementary Secondary Education/ Evaluation Needs/ Film Production/ Films/ Film Study/ Instructional Innovation/ *Instructional Systems/ *Mass Media/ Media Technology/ Propaganda/ Radio/ Radio Technology/ Teacher Education/ Teaching Skills/ Television/ *Visual Literacy

Identifiers: Media Now Project

Descriptors:

CROSS REFERENCES:

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Document(s): 064	59	**Document(s):**	

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Media Now

Project Site: Red Oak, Iowa

ED109663 88 IR002189

Media Now.

Curtis, Ron

Southwest Iowa Learning Resources Center, Red Oak.

20 Mar 75 12p.: Paper presented at the Illinois Audio Visual Association Spring Conference (March 20 through 22, 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Developed by the Southwest Iowa Learning Resources Center, Media Now is a course for secondary students in media studies. Curriculum concentration is on television, film, radio, and recorded sound. Individualization of instruction, behavioral science, and mediated learning packages are employed with each module interrelated through printed material. The goals of the original project were to develop an 18-week course of instruction for the grades 10 through 12, designed to increase knowledge, skills, and positive attitudes toward media. Instrumentation was designed and developed to measure the effects of (1) media exposure, (2) perceptions of media messages, (3) susceptibility of media influences, (4) behavior modification and media technologies, (5) functional categories of affective responses to media messages. The course covers experience in varied forms of media, and student performance was evaluated by locally devised measurements. After two years, this evaluation revealed that student usage of media had improved attitudes toward school and that students selected a greater diversity of program types. (DS)

Descriptors: Audiovisual Aids/ Behavioral Objectives/ *Course Descriptions/ Educational Television/ Individualized Instruction/ Learning Activities/ *Mass Media/ *Secondary Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Media Now Project

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Media Now

Project Site: Red Oak, Iowa

ED074500 CS200378

Project Media Now--A Bold Look at New Curricula.

Curtis, Ron

Nov 72 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This paper discusses a media study project in the elementary and secondary schools of Iowa. The project developed a media study for secondary students and a college companion (or adopter) course to prepare teachers in this new curriculum. The project employed behavioral science techniques and individualized instruction for both courses. The objectives of the student course included eight modules devoted to study in the production, aesthetics, interpretation, hardware, genres, evaluation, presentation, and language of the various media. The adopter course, a self-instructional course teaching media with media, was intended to facilitate the adoption of the student course; the course includes study of film, radio, and television. The paper also discusses methods for evaluating student performance, including standardized tests, original instrument design, and measurements of attitudes toward the various media. (Author/DI)

Descriptors: •Curriculum Development/ Curriculum Evaluation/ •Elementary Education/ Films/ Film Study/ Individualized Instruction/ •Mass Media/ Radio/ •Secondary Education/ •Teacher Education/ Television

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
Document(s): 064	59	**Document(s):**	

Project:

New Adventure: Success Strategies for Reading and Language
(formerly New Adventure in Learning: NAIL)

Tallahassee, Florida

Descriptors:

Basic Skills
Behavioral Objectives
Developmental Reading
Diagnostic Teaching
Educational Environment
Elementary Education
Elementary School Students
Evaluation Methods
Group Dynamics
Individualized Instruction
Individualized Reading
Inservice Teacher Education
Language Arts
Language Development
Open Education
Primary Programs
Program Descriptions
Program Development
Program Evaluation
Reading Diagnosis
Reading Instruction
Reading Programs
Reading Skills
Student Centered Curriculum
Student Teacher Relationship
Teacher Education
Teaching Techniques
Team Teaching

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)

Project Site: Tallahassee, Florida

ED150537 CS003847

New Adventure: Success Strategies for Elementary Reading and Language.

Tallahassee City Schools, Fla.

77 28p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The federally funded "New Adventure" program for children in the primary grades stresses individually determined language arts instruction coupled with positive behavioral principles. The first section of this document describes the program, presents the results of the first three years of its operation in a Tallahassee (Florida) elementary school, and explains the overall evaluation design. Objectives, teaching activities, evaluation methods, and findings are presented for five areas: oral language development, psycholinguistic development, reading development, selected advanced language arts skills development, and affective development. The second section discusses staff development activities, outlines two strategies for staff training, and notes probable costs involved in obtaining staff training and support services and in purchasing student materials for the program. A bibliography of related materials is included. (GW)

Descriptors: *Behavioral Objectives/ Educational Resources/ Evaluation Methods/ *Individualized Instruction/ *Language Arts/ Language Development/ Primary Education/ Program Design/ *Program Development/ *Reading Instruction/ Reading Research/ Training Techniques

Identifiers: Elementary Secondary Education Act Title III

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)

Project Site: Tallahassee, Florida

ED112354 88 CS002138

New Adventure in Learning--Evaluation Report.

Pyatte, Jeff A.; Mathews, Samuel R., III

University of West Florida, Pensacola. Educational Research and Development Center.

Jun 75 49p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

An ESEA Title III project in language arts, this program emphasizes instruction tailored to the individual learner's needs. In the fall of 1974, Southside Elementary School, Crestview, Florida, adopted the program which is described and evaluated in this paper. Program components include team teaching in an open space classroom; the use of informal inventories and careful observation to diagnose each learner's language needs; a written reading prescription for each learner; assignments in programed materials, reading kits, basal readers, listening stations, workbooks, and learning games; and inservice teacher training. While the program was received enthusiastically, the results of the evaluation showed no significant gains in reading achievement when compared with the previous year. In fact, all gains were lower for the project year than for the year before. Another finding was differences in reading achievement gains for different ability levels. Higher ability learners achieved larger gains. (MKM)

Descriptors: *Demonstration Projects/ *Diagnostic Teaching/ Grouping (Instructional Purposes)/ *Individualized Reading/ Inservice Teacher Education/ *Language Development/ Open Education/ Positive Reinforcement/ Primary Grades/ *Program Evaluation/ Reading Diagnosis/ Reading Instruction/ Reading Research/ Team Teaching

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: New Adventure: Success Strategies for Reading and Language (formerly New Adventure in Learning - NAIL)

Project Site: Tallahassee, Florida

ED106834 88 CS001892

New Adventure in Learning (Project NAIL).

Tallahassee City Schools, Fla.

74 15p.: See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This program, included in "Effective Reading Programs...." serves 346 children in kindergarten through grade six. About 50 percent of the children are rural blacks, and about 50 percent are whites from the suburbs of a small city. To provide meaningful reading instruction that will enable the students to read at or above expected levels, the program equips its teachers with tools to assess reading problems and then to plan individualized programs that will best fulfill the students' instructional and emotional needs. Each child completes the work outlined on his or her prescription, which in turn results in reassessment of the reading problems and redesign of the prescription. This process repeats itself continuously throughout the year for each student. Teachers use a variety of instruments to make appropriate diagnoses--workbooks and textbooks, programed materials, and standardized tests. Teachers are sensitive to the necessity of selecting materials that are suitable to the pupil's personal needs and are often assisted in this selection by the students themselves. Instructional materials consist of commercially available kits, programed and basal readers, audiovisual aids, and many teacher-made games. (WR/AIR)

Descriptors: *Developmental Reading/ *Effective Teaching/ Elementary Education/ Individualized Instruction/ *Reading Instruction/ Reading Materials/ *Reading Programs/ Reading Skills

Identifiers: *Effective Reading Programs/ Elementary Secondary Education Act Title III/ Project NAIL/ Right to Read

Descriptors:

CROSS REFERENCES:

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Section: A **TOPIC:** Developer/Demonstrator - 1978 - 79

Project: New Adventure: Success Strategies for Reading and Language
(formerly New Adventure in Learning - NAIL)

Project Site: Tallahassee, Florida

ED086338 PS007006

A New Adventure in Learning.

Leon County Schools, Tallahassee, Fla.

Feb 73 19p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This report concerns one of the Florida Elementary and Secondary Education Act Title III projects validated as innovative, cost-effective, and exportable during 1973. The project rationale is that, through training, K-3 teachers may become adept at individually diagnosing specific language arts behaviors for all children in their classrooms and may learn to provide an appropriate variety of child-oriented learning tasks. The information contained in this report has been excised from the project's validation report and is composed of (1) an abstract featuring the focus of the project, the objectives, the activities, the evaluation, and the findings; (2) a summary of the project for exportability featuring an introduction, the context of the program, a program description, a cost-effectiveness analysis, and a description of the evaluation procedures; and (3) the conclusions and recommendations of the four-member, out-of-state validation team on innovativeness, effectiveness/success, cost effectiveness, and exportability. (Author/CS)

Descriptors: Diagnostic Teaching/ *Educational Environment/ Educational Innovation/ *Elementary School Teachers/ *Language Arts/ *Program Descriptions/ Program Evaluation/ Student Centered Curriculum/ Student Teacher Relationship/ *Teacher Education/ Teaching Methods

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Florida

Descriptors:

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A - 068

Project:

Northern Cheyenne Follow Through Project

Lame Deer, Montana

Descriptors:

- Achievement Gains
- Basic Skills
- Cultural Awareness
- Educational Accountability
- Educational Objectives
- Parent Attitudes
- Parent Participation
- Primary Programs
- Teacher Aides

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Northern Cheyenne Follow Through Project

Project Site: Lame Deer, Montana

ED134376 RC009649

Follow Through on Indian Reservations (An Educational Program for Children in Kindergarten Through Third Grade). What Difference Has It Made? and What Would Happen if the Program Is Discontinued? A Report Prepared for the Office of Management and Budget Hearings, June 4-7, 1974.

McConnell, Beverly; And Others

Office of Management and Budget, Washington, D.C.

4 Jun 74 36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Follow Through, an educational program for K-3 grade children, is operated on the following reservations: Cherokee, North Carolina; Choctaw, Mississippi; Northern Cheyenne, Montana; Rosebud Sioux, South Dakota; Turtle Mountain, North Dakota; and Wind River, Wyoming. Since Follow Through mandates the employment of paraprofessionals from the community served, the primary budget item is for the employment of classroom aides. From the beginning, the program set up career development training which would enable participating schools to increase the available certified personnel from the population served. Educational approaches which can be effectively taught by paraprofessionals are used. For the first time, Indian personnel are in the majority and the educational achievement of reservation children has been "dramatically" improved. This report discusses: how Follow Through is improving the education of reservation children, what would happen if the program is discontinued, the involvement of parents on advisory committees and school boards, the ways the program has come to reflect the uniqueness of each Indian nation, and parent attitudes about the program on Indian reservations. The community, type of school, and tribe served by Indian Follow Through Projects are listed. (NQ)

Descriptors: Academic Achievement/ *American Indians/ Cultural Awareness/ *Educational Accountability/ *Educational Programs/ Paraprofessional School Personnel/ Parent Attitudes/ Parent Participation/ Primary Education/ *Program Attitudes/ *Reservations (Indian)

Identifiers: *Project Follow Through

Descriptors:

CROSS REFERENCES:

Section:	**Page(s):**	**Section:**	**Page(s):**
Document(s):		**Document(s):**	

A - 069

Project:

Northwest Special Education (NWSE)

Lignite, North Dakota

Descriptors:

- Diagnostic Teaching
- Elementary Education
- Identification
- Inservice Teacher Education
- Learning Disabilities
- Program Descriptions
- Remedial Instruction
- Secondary Education
- Special Education Teachers
- Student Centered Curriculum
- Tutorial Programs

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Northwest Special Education (NWSE)

Project Site: Lignite, North Dakota

ED145606 EC102470

Northwest Special Education Program Model: Title III. A Model for Helping Students with Learning Disabilities. 1971-1974.

Bonsness, Joan

Northwest Special Education, Lignite, N. Dak.

77 36p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: 44-72-0009-3

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Northwest Special Education (NWSE) program model was designed to identify and provide analysis of academic and behavioral characteristics of rural area learning disabled students to facilitate prescriptive planning to be carried out through tutorial activities. Formal assessment procedures were carried out by the consultant while informal assessment procedures were done by the itinerant resource tutors. Among program findings was that the greatest amount of change was recorded on the test of word lists which required direct application of decoding skills and was indicative of transfer and generalization of skills. Among project activities were inservice training in diagnosis and remediation and development of job descriptions for the consultant-supervisor and itinerant resource tutor. (Graphs and illustrations on procedures and program content, which include a flow chart of the referral and implementation process and a sample teaching session sheet, are provided.) (SBH)

Descriptors: •Demonstration Projects/ •Diagnostic Teaching/ Elementary Secondary Education/ Identification/ Inservice Teacher Education/ •Learning Disabilities/ •Program Descriptions/ Remedial Programs/ •Rural Education/ Student Evaluation/ •Tutorial Programs

Descriptors:

CROSS REFERENCES:

Section: Page(s):

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Document(s):

A - 071

Project:

Occupational Verstility (O. V.)

Tempe, Arizona

Descriptors:

Career Education
Career Exploration
Industrial Arts
Junior High Schools
Program Descriptions
Recordkeeping
Student Centered Curriculum

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Occupational Versatility

Project Site: Tempe, Arizona

EJ158262 CE506283
"Get the Kid to the Content "
Lavender, John
School Shop, 36, 8, 78-81 Apr 77

Project Occupational Versatility is a self-instructional industrial arts shop program designed to give junior high students responsibility for the selection, management, and evaluation of their projects. Student procedure, facilitation, and teacher procedure are described and a school shop floor plan is pictured. (MF)

Descriptors: •Industrial Arts/ •School Shops/ •Autoinstructional Aids/ •Student Centered Curriculum/ Junior High Schools/ Industrial Education/ Teaching Procedures/ Student Responsibility/ Student Records/ Program Descriptions

Identifiers: Project Occupational Versatility/ Washington (Seattle)/ Washington

EJ066075 AA514156
Occupational Versatility: Key to Careers
Lavender, John
Educational Leadership, 30, 3, 215-7 Dec 72

Author describes how students in the industrial arts shop at Chinook Junior High School, Seattle, can find their identity in the industrial arts environment and develop the ability to be self-sufficient, productive, and adaptable. (CB)

Descriptors: •Career Education/ •Goal Orientation/ Independent Study/ •Industrial Arts/ Junior High Schools/ •Occupational Guidance/ School Shops/ •Self Evaluation/ Skill Development

Descriptors:

CROSS REFERENCES:

Section: B
Document(s): 071
Page(s): 60–61

Section:
Document(s):
Page(s):

A - 072

Project:

Oklahoma Child Service Demonstration Center for Secondary LD Students

Cushing, Oklahoma

Descriptors:

Emotially Disturbed
Exceptional Child Services
Group Counseling
Individualized Instruction
Individualized Programs

Learning Disabilities
Program Descriptions
Program Evaluation
Secondary Education
Special Education

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Oklahoma Child Services Demonstration Center for Secondary LD Students

Project Site: Cushing, Oklahoma

ED136518 EC100107

Oklahoma Child Service Demonstration Center Formal Final Evaluation. July 1, 1975 to June 30, 1976.

Murphy, Philip J.

76 80p.; Programs for Children with Specific Learning Disabilities, P.L. 91-230, Title VI-G; For related information, see EC 100 106

Contract No.: 300-75-0372

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Provided is the 1975-76 evaluation of a center providing individualized prescriptive programs for secondary-level learning disabled students. Changes in the program for the third year of operation are noted to have been an emphasis on the evaluation of the group counseling format (based on Reality Therapy and using a team of two co-facilitators) used with 69 of the students. Results of the evaluation, which are presented in tabular form, are discussed. Among the findings discussed are that there was a significant positive gain in English grades for those students involved in group counseling when compared to controls; and that work methods, teacher approval, education acceptance, study attitudes, and study orientation all showed significant gains made by the group counseling students in relation to the control students. (IM)

Descriptors: *Demonstration Projects/ Exceptional Child Research/ *Group Counseling/ Individualized Instruction/ *Individualized Programs/ *Learning Disabilities/ Models/ *Program Descriptions/ *Program Evaluation/ Secondary Education

Descriptors:

CROSS REFERENCES:

Section:	**Page(s):**	**Section:**	**Page(s):**
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A - 073

Project:

Parent - Child Early Education Program (Saturday School)

Ferguson, Missouri

Descriptors:

Clinical Diagnosis
Cognitive Development
Data Analysis
Diagnostic Testing
Educational Diagnosis
Educational Environment
Emotionally Disturbed
Evaluation Methods
Eye - Hand Coordination
Family School Relationship
Handicapped Children
Home Programs
Inservice Teacher Education
Kindergarten
Language Development
Learning Disabilities
Mathematics Instruction
Motor Development
Parent Child Relationship
Parent Counseling
Parent Participation
Perceptual Motor Learning
Physical Development
Physical Education
Preschool Curriculum
Preschool Programs
Program Descriptions
Program Evaluation
Regular Class Placement
Retarded Children
Science Education
Sequential Programs
Skill Development
Social Development
Special Education
Special Education Teachers
Teacher Education
Teaching Guides
Teaching Techniques

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED108740 88 PS007919

Providing for the Preschool Child with Problems.

Ferguson-Florissant School District, Ferguson, Mo.

75 21p.; For related documents, see ED 099 145, ED 099 146, ED 100 512, ED 100 515, ED 101 835, PS 007 917 and PS 007 918; Best copy available

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This booklet describes the Saturday School, a school and home learning program for four-year old children, which emphasis the identification and remediation of learning problems. The program includes: (1) individual diagnosis of children's needs and abilities, (2) half-day Saturday school sessions, (3) weekly home teaching visits, and (4) parent follow-up activities. Children with problems are identified and diagnosed during initial screening and observed and evaluated throughout the year. Inservice teacher training, consultation by specialists, and parent involvement are important aspects of the program. Handicapped children are integrated into regular classes. Both retarded and learning disabled children have made substantial gains and maintained these gains in regular elementary school situations. Several case studies are included. (ED)

Descriptors: Case Studies/ Clinical Diagnosis/ *Handicapped Children/ Home Visits/ *Identification/ Individualized Programs/ Inservice Teacher Education/ *Learning Disabilities/ *Parent Participation/ *Preschool Education/ Program Descriptions/ Regular Class Placement/ Retarded Children/ Special Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Missouri/ *Parent Child Early Education Program

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED108739 88 PS007918

The Child with Special Problems: An Evaluation Report.

Ferguson-Florissant School District, Ferguson, Mo.

74 30p.; For related documents, see ED 099 145-146, 100 512, 100 515, 101 835, and PS 007 917

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This report examines the impact of the Saturday School (a school and home learning program for 4-year-olds in a large suburban school district) on the following four groups: (1) students with learning disabilities, (2) students identified as either "mentally retarded" or of "low intellectual functioning", (3) students with emotional problems, and (4) parents of students with emotional problems. Standardized test results and ratings, administered in a pre-post design, constitute the majority of the data presented for each of the three years of program operation. Followup data on the lasting effects of the program into the kindergarten year are also presented for students with emotional problems. It is concluded that the program has had a significant impact on the students identified as having some kind of problem affecting their learning, as well as on the parents of emotionally disturbed students. Data tables are included. (ED)

Descriptors: Cognitive Development/ Data Analysis/ Emotionally Disturbed Children/ *Handicapped Children/ Interaction Process Analysis/ Language Development/ *Learning Disabilities/ Mental Retardation/ Parent Child Relationship/ *Preschool Children/ *Preschool Education/ Preschool Programs/ *Program Evaluation/ Student Improvement

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Missouri/ *Parent Child Early Education Program

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED108738 88 PS007917

Saturday School's Impact on Students, Parents and Teachers: A Summary of Three Years of Research Findings.

Klein, Alice

Ferguson-Florissant School District, Ferguson, Mo.

74 115p.; For related documents, see ED 099 145-146, 100 512, 100 515, 101 835, and PS 007 918

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

This report presents the major outcomes of the Saturday School (a school and home learning program for 4-year-olds in a large suburban school district) during its first three years of operation. Data summarized indicates the program's impact on the children, especially those with learning problems, and the effect of the program on the attitudes, behaviors, and competencies of the parents and staff members. Program components include 3-hour morning or afternoon sessions on Saturdays; diagnosis of each child's cognitive, social, and physical development; use of parents as teacher aides; weekly home visits by teachers or specialists; and home activity guides for parents. Descriptions of the tests and forms used and summaries of the program results make up the bulk of the report. In all areas measured, students, parents, and teachers showed significant improvements. Test scores for both normal and handicapped students are compared. (ED)

Descriptors: Cognitive Development/ Diagnostic Tests/ *Handicapped Children/ *Home Programs/ Home Visits/ Kindergarten Children/ Learning Disabilities/ Parent Attitudes / Parent Participation/ Physical Development/ *Preschool Education/ *Preschool Programs/ *Program Evaluation/ Social Development/ Teacher Evaluation

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Missouri/ *Parent Child Education Program

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED101835 88 PS007653

Parents' Home Activity Guides. Saturday School: A School and Home Learning Program for Four Year Olds.

Ferguson-Florissant School District, Ferguson, Mo.

74 80p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This handbook contains 35 brief activity guides designed to be used by parents at home with their 4-year-old children in conjunction with the Saturday School Program. The aim of the Home Phase of the program is to provide learning experiences in two ways: (1) through Home Teaching Visits involving the Saturday School teacher, neighborhood children and parents; and (2) through the introduction, by parents, of learning experiences into their child's daily schedule. These learning activities focus on the development of language skills, math and science concepts, perceptual skills, physical skills, creative arts, and personal and social growth. Expectations and guidelines for the parents' participation in the program are given. (SDH)

Descriptors: *Activity Units/ Cognitive Development/ *Home Instruction/ Home Visits/ Language Development/ Parent Counseling/ *Parent Participation/ Parent School Relationship/ Perceptual Development/ *Preschool Education/ Regular Class Placement/ Social Development/ *Teaching Guides

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED100515 88 PS007652

Shaping a Curriculum for Early Education. A Developmental Sequence of Skills for Diagnostic Teaching.

Ferguson-Florissant School District, Ferguson, Mo.

74 131p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

The developmental curriculum of the Parent-Child Early Education Saturday School for 4-year-olds is presented, and the specific skill competencies and curriculum activities used in the program are described under three major behavioral categories: language skills, gross and fine motor coordination, and math and science concepts. (Some attention is also given to the creative aspects of learning through music, art, and dramatic play.) The emphasis of the program is on diagnostic testing to observe and assess in a structured fashion to determine individual strengths, weaknesses, and modes of learning. Parents provide input on the child's physical, mental, and social development by means of a separate form, "My Preschool Child." Based on the results of this screening information, the teacher then chooses the best learning experiences for each child from among the developmental sequenced skill areas outlined in this teacher manual. The Skills Checklist, included at the end of the manual, contains all the objectives of the program, and is used to assist the teacher in determining the curriculum content appropriate for each child and to ascertain the individual's progress. (CS)

Descriptors: Cognitive Development/ *Curriculum Guides/ *Diagnostic Teaching/ Diagnostic Tests/ *Early Childhood Education/ Educational Innovation/ Educational Objectives/ Language Development/ Mathematical Concepts/ Motor Development / *Parent Participation/ Science Curriculum/ *Sequential Programs/ Skill Development/ Teaching Methods

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED100513 88 PS007650
Parents as Partners in Early Education: Saturday School.
Ferguson-Florissant School District, Ferguson, Mo.
73 29p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This report describes how one school district developed a program of parent involvement in a Saturday early education program. The relationship between the home and the school is fostered primarily in two ways: through parental involvement in the Saturday School teaching team once every two months and through the home teaching visits. A crucial component of the program is the early identification and diagnosis of handicaps or potential learning problems; a battery of evaluation instruments have been developed for this purpose. Evaluation results suggest that the program of parent involvement has helped parents to be more accepting of their children, more aware of their needs, and more competent in their interactions with their children. Information from the second project year indicates that 85 percent of the parents were at the end of the year using appropriate teaching techniques, using positive motivation and reinforcement, and accomplishing the task assigned. The success of the Saturday School indicates that the home and the school can be effective as partners in learning. (CS)

Descriptors: *Early Childhood Education/ Educational Diagnosis/ Home Visits/ Learning Activities/ *Parent Education / *Parent Participation/ *Parent School Relationship/ *Program Descriptions/ Program Evaluation/ School Schedules
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED099146 88 PS007648

Saturday School: A Success Story. A School and Home Learning Program for Four Year Olds.

Ferguson-Florissant School District, Ferguson, Mo.

72 34p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This first year report describes the educational philosophy and organization of a Saturday school program aimed at ameliorating emotional or learning difficulties in 4-year-old children. The evaluation of the project during its first year focused on 42 different product and process objectives and was concerned with the project's impact on children, parents, and staff. The program's goal was to provide a close home-school continuum to reinforce the development of skills that will facilitate later learning: language skills, hand-eye coordination, math and science concepts, auditory and visual discrimination, gross motor skills, the creative arts, as well as social growth. The results, which have been statistically analyzed in the report, clearly indicate that the Saturday School program has been effective with students, parents, and teachers: (1) the students have shown growth in both cognitive and affective areas; (2) the parents have shown increasingly positive modes of perceiving and interacting with their children; and (3) the teachers were found to have increased use of appropriate teaching techniques and interacted more positively with both children and parents. (CS)

Descriptors: Cognitive Development/ *Early Childhood Education/ Educational Innovation/ Eye Hand Coordination/ *Family School Relationship/ Handicapped Children/ Home Visits / Language Development/ *Learning Disabilities/ Parent Education/ *Program Evaluation/ *Remedial Programs/ Social Development

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

ED099145 95 PS007645

Parent-Child Early Education Program: A Summary of Results During Three Project Years. Final Evaluation Report.

Ferguson-Florissant School District, Ferguson, Mo.

Aug 74 489p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

EDRS Price MF-$ 0.92 HC-$24.75 PLUS POSTAGE

This report presents the final evaluation of the Saturday School Program which was designed to fully involve the parents, teaching staff, and children in early childhood education. Results of the third project year as well as a comparison between other project years and a general summation of achievement of program objectives are presented. Students, as a whole, showed growth both in cognitive and affective areas of development. The parents showed increasing positive modes of perceiving and interacting with their children; they also exhibited growth in using appropriate teaching techniques. Likewise, the teachers showed increases in their knowledge of child development, in the use of appropriate teaching techniques, and in establishing positive relationships with parents and children. Specific cognitive, social, emotional, and physical objectives for each of the program's components (the child, the parent, the staff, the handicapped, and the management process) are presented, analyzed statistically, and evaluated. Approximately one-half of the document consists of statistical information. (SDH)

Descriptors: *Early Childhood Education/ *Educational Diagnosis/ Handicapped Children/ Home Instruction/ Mental Development/ Parent Child Relationship/ *Parent Participation/ Parent School Relationship/ Physical Development/ *Program Descriptions/ *Program Evaluation/ Social Development/ Tables (Data)/ Teacher Evaluation

Descriptors:

CROSS REFERENCES:

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A - 074

Project:

Parent Readiness Education Project (PREP)

Detroit, Michigan

Descriptors:

- Family Life Education
- Family School Relationship
- High School Students
- Home Programs
- Intervention
- Learning Disabilities
- Parent Child Relationship
- Program Evaluation
- Secondary Education

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: (PREP) - Parent Readiness Education Project

Project Site: Detroit, Michigan

ED086354 PS007068

A Unique Approach to Programming for the Preschool Child.

Bert, Diane K.; Levenson, Joan

Aug 73 7p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This short paper describes the Parent Readiness Education Project (PREP), a successful innovative effort to ameliorate the deficiencies of preschool children by training parents to enrich their home environment and improve interactions with their children through a specific program of daily home activities. PREP identifies 4-year-old children with a high risk of school failure and plans a program of home intervention, using the mother as the change agent. High school students also work with the 4-year-olds and receive training for their future roles as parents. The beneficial aspects of the program are ubiquitous: the family unit is enhanced by the increased skills of the parents; learning problems are ameliorated or prevented, younger children in the family benefit; future parents are given good foundations for parenthood, and school-community relations are improved. Research and evaluation indicate a high rate of success and effectiveness, and the cost of this program is within the low to moderate range. (Author/CS)

Descriptors: Educational Innovation/ Family Life Education/ Family School Relationship/ High School Students/ *Home Instruction/ *Intervention/ Learning Readiness/ *Parent Child Relationship/ *Parent Education/ Preschool Children/ Preschool Learning/ *Preschool Programs/ Program Evaluation

Identifiers: *Parent Readiness Education Project/ PREP

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 074	**Page(s):** 63	**Section:** **Document(s):**	**Page(s):**

A - 075

Project:

PEGASUS—PACE: Continuous Progress Reading Program: Personalized
Educational Growth And Selective Utilization of Staff —
Personalized Approach to Continuous Education
Tuscaloosa, Alabama

Descriptors:

- Diagnostic Teaching
- Differential Staffing
- Elementary Education
- Individualized Reading
- Reading Diagnosis
- Reading Instruction
- Reading Programs
- Reading Readiness
- Sequential Programs
- Teacher Role

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: PEGASUS - PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff - - Personalized Approach to Continuous Education

Project Site: Tuscaloosa, Alabama

ED106782 88 CS001823

Project: Pegasus Personalized Education Growth and Achievement; Selective Utilization of Staff .

Tuscaloosa City Board of Education, Ala.

74 300p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs;" Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Right to Read Program.

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

One of the programs included in "Effective Reading Programs....," the Continuous Progress Reading Program is structured by specific performance objectives and corresponding diagnostic test items within each of 17 sequential levels. Begun in 1971, the program serves first through sixth grade students in a number of schools. The students move through a cycle in which their reading levels are determined and their specific reading skill needs are diagnosed. On this basis, subgrouping takes place within levels according to specific needs, and instructional activities are prescribed and conducted to meet individual and group needs. When a student has mastered the skills at one level, his or her needs at the next level are diagnosed and the cycle begins again. Feedback about each child's performance is provided to children individually, to children in small groups, and to parents in conferences. A major goal of the program is to evolve an increasingly efficient differentiated staff operation and to develop detailed descriptions of staff roles and organization charts. Program materials include informal reading inventories, a teacher handbook, and a collection of plans for varied skill development activities. (TO/AIR)

Descriptors: Diagnostic Teaching/ *Differentiated Staffs/ *Effective Teaching/ Elementary Education/ Individualized Reading/ Reading Diagnosis/ *Reading Instruction/ *Reading Programs/ *Sequential Reading Programs/ Teacher Role

Identifiers: *Effective Reading Programs/ Elementary Secondary Education Act Title III/ ESEA Title III/ Right to Read

Descriptors:

CROSS REFERENCES:

Section: B
Document(s): 075
Page(s): 67

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Document(s):
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A - 076

Project:

Perception + (formerly Project SEE)

Union, New Jersey

Descriptors:

Basic Skills

Early Childhood Education

Instructional Materials

Kindergarten

Learning Activities

Program Evaluation

Sensory Training

Tactual Perception

Teaching Techniques

Testing

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Perception + (formerly Project SEE)

Project Site: Union, New Jersey

ED114203 88 PS008170
Project SEE.
Union Township Board of Education, N.J.
74 45p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

This booklet describes the Specific Education of the Eye (SEE) program, an experimental kindergarten program which emphasizes the development of sensory skills as a prerequisite of learning. The first part of the booklet describes the development, expansion, and recognition of the SEE program. Described are activities (organized in instructional levels) designed to exercise visual and tactile perception and progressing from simple to complex. In daily visual perception lessons, children were instructed to view an object on a card and describe what they saw, generating the necessary vocabulary. Children were then directed to locate objects in the room which contained elements of the perceptual object on the card under discussion, to look at the activity card, and to draw what was seen. Tactual perception activities were also developed in which children constructed the object. Subjects were pre- and post tested on perceptual ability. Results showed that children in experimental groups increased in perceptual ability more than children in control groups. Some teachers' responses to the SEE program are included. Appendices provide the perceptual activity objects, a perceptual development pre test, and a program evaluation form. (BRT)

Descriptors: *Early Childhood Education/ Kindergarten Children/ *Learning Activities/ Perception Tests/ *Perceptual Development/ Perceptual Motor Learning/ Sensory Experience/ *Sensory Training/ Tactual Perception/ Teacher Attitudes/ Teaching Methods/ *Visual Perception

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Knobler Perceptual Development Test/ Project SEE

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Perception + (formerly Project SEE)

Project Site: Union, New Jersey

ED110546 88 UD015352
Project SEE Specific Education of the Eye : Title III Project 71-084.
Union City Board of Education, N.J.
74 45p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Project SEE (Specific Education of the Eye), a three-year old ESEA Title III funded program, is stated to be designed to train kindergarten and Grade 1 children in perceptual motor skills by developing visual perception through a series of sequenced visual exercises which the child analyzes, elucidates on, relates to, and replicates. The development of visual sensory skills provided by the project is regarded as a basic preparation for learning. Curriculum materials used include visuals; "out of sight"-a game played like bingo; and, the most recent development, that of three-dimensional visuals called tactuals. For evaluation purposes, children exposed to the program have been pre- and post-tested with a staff designed test, the Knobler Perceptual Development Series Test. Supplemental subjective measures of the program's results have been obtained through a survey of teachers' opinions and observations of childrens' responses. Recognized as innovative and exemplary by the Office of Program Development, New Jersey Department of Education, Project SEE cites as preliminary findings its extension from pre-school to eighth grade and its usage by pre-reading and remedial reading programs. (AM)

Descriptors: Instructional Innovation/ *Instructional Materials/ *Perceptual Development/ Sensory Experience/ *Sensory Training/ *Visual Learning

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Knobler Perceptual Development Test Level I/ New Jersey/ Project SEE/ Project Specific Education of the Eye / Union City

Descriptors:

CROSS REFERENCES:

Section:
Document(s): B
Page(s): 20–21

Section:
Document(s):
Page(s):

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Perception + (formerly Project SEE)

Project Site: Union, New Jersey

ED089848 PS007093

Learning to See is Seeing to Learn: 2. A Second Year Report of Title 3 Project SEE.

Union Township Board of Education, N.J.

73 43p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

Project SEE, Board of Education, 2369 Morris Avenue, Union, NJ 07083 (no price quoted)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Project SEE was designed as a structured kindergarten and first grade program for the development of visual perception. Short daily lessons were given to an entire kindergarten class simultaneously and were centered around a set of 40 cards containing various lines and shapes. Children were asked to analyze and describe these elements on the cards, locate objects in the room containing the elements, and then replicate the design themselves on a work sheet. The visuals start with a single line element and progress with increasing difficulty to shape/line combinations. In an attempt to show the growth generated by the pilot program, children were pre- and posttested in experimental and control classes with the 'A' (pretest) and 'B' (posttest) editions of the Knobler Perception Development Series. Positive results were found, however indications were that training should continue for more than a year. (CS)

Descriptors: *Early Childhood Education/ Early Experience/ Perception Tests/ *Perceptual Motor Learning/ *Program Evaluation/ *Teaching Methods/ *Visual Perception

Identifiers: *Project SEE

Descriptors:

CROSS REFERENCES:

Section:

Document(s): B

Page(s): 20–21

Section:

Document(s):

Page(s):

A - 077

Project:

Pollution Control Education Center — Priority One: Environment

Union, New Jersey

Descriptors:

Cocurricular Activities
Environmental Education
Instructional Materials
Pollution Control
Science Education
Secondary Education
Secondary School Science

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Pollution Control Education Center -- Priority One: Environment

Project Site: Union, New Jersey

EJ114913 SE513228
Pollution Control Center
Radatz, Edward C.
Science Teacher, 42, 3, 42 Mar 75

Describes a Pollution Control Center, established and manned by students, which dispenses environmental information, maintains a recycling center, provides speakers and many other activities. (BR)

Descriptors: *Cocurricular Activities/ *Environmental Education/ Instruction/ Pollution/ Science Education/ Secondary School Science/ Science Activities

Identifiers: Pollution Control Center

Descriptors:

CROSS REFERENCES:

Section:
Document(s): B
Page(s): 20–22
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Document(s):
Page(s):

A - 078

Project:

Positive Attitude Toward Learning: (PATL)

Bethalto, Illinois

Descriptors:

Behavior Change
Change Strategies
Elementary Education
Individualized Instruction
Individualized Programs
Inservice Teacher Education
Learning Activities
Media Technology
Motivation Techniques
Performance Based Education
Performance Based Teacher Education
Secondary Education
Self Concept
Student Attitudes

078

Page: 199

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: (PATL) - Possitive Attitudes Toward Learning

Project Site: Bethalto, Illinois

ED126089 88 SP010288

Positive Attitude Toward Learning.

Bethalto Community Unit District 8, Ill.

75 11p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Project Positive Attitude Toward Learning (PATL) grew out of an identified need by the Bethalto Community Unit No. 8 schools to improve student self-concept and attitudes toward school. The basic approach used in project PATL is to change teacher behavior which, in turn, causes change to take place in student behavior. The mechanism for affecting teacher change is the use of four kits that are multimedia, individualized, self-paced, performance based learning packages. Kits are designed to teach specific skills in four complementary areas. Each of the four kits follows the same general format. Teachers are presented with a list of performance based objectives. For each objective numerous multimedia learning activities are provided followed by an assessment in the form of a paper-pencil task, classroom observation, or microteaching on video tape. The kits are bound books containing all materials except films and commercially available books. The Improved Self Concept Kit is designed to help teachers learn how self-concept develops, how to handle inappropriate behaviors so that the focus is on the behavior and the child's self-concept is enhanced rather than damaged. The Individualized Teaching Kit is designed to enable the teacher to quickly evaluate the appropriateness of reading materials for any student, to write instructional objectives, and to plan and implement an individualized learning program. In the Active Involvement Kit, teachers learn to use interaction patterns to facilitate classroom activities that actively involve the student in the learning process. Finally, the Processes of Learning Kit enhances questioning skills for the teacher to aid students with thinking and problem solving. (DMT)

Descriptors: *Behavior Change/ Change Strategies/ Elementary Secondary Education/ Individual Instruction/ *Inservice Teacher Education/ *Learning Motivation/ Motivation Techniques / *Multimedia Instruction/ Performance Based Teacher Education / Positive Reinforcement/ Questioning Techniques/ Self Concept / *Student Attitudes/ *Teacher Attitudes

Descriptors:

CROSS REFERENCES:

Section: ***Page(s):*** ***Section:*** ***Page(s):***

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A - 080

Project:

Public School 243/Bank Street College Follow Through Program

Brooklyn, New York

Descriptors:

Classroom Observation Techniques
Elementary Education
Instructional Design
Instructional Staff
Interaction Process Analysis
Open Education
Preschool Programs
Problem Solving
Skill Development
Teaching Techniques

Section: A

TOPIC: Developer/Demonstrator - 1978 -79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

EJ145201 IR503889
The Differentiated Child Behavior Observational System
Ross, Sylvia; Zimiles, Herbert
Instructional Science, 5, 4, 325-342 Oct 76

A classroom observation system was used in 1) a nontraditional, open-classroom setting with primarily middleclass students, 2) a Follow Through class in a public school with low income students, and 3) a traditional class in a public school with low-income students. (JY)

Descriptors: *Interaction Process Analysis/ *Classroom Observation Techniques/ *Open Education/ Elementary Education/ Children/ Socioeconomic Status/ Traditional Schools/ Preschool Children

Identifiers: Project Follow Through/ Bank Street School/ Differentiated Child Behavior Observational System

EJ059712 AA513067
Some Reflections on Staff Development as an Interaction Process in Bank Street's Follow Through
Smithberg, Lorraine
Journal of Research and Development in Education, 5, 3, 40-6 Spr 72

Defined here are those considerations which underlie the formation of staff development patterns weaving them into a theoretical, philosophical, and practical whole. (Author)

Descriptors: *Developmental Programs/ *Instructional Staff/ Interaction/ Problem Solving/ Skill Development/ *Teacher Attitudes/ *Teaching Experience/ Teaching Models

Identifiers: *Bank Street College of Education/ Project Follow Through

Descriptors:

CROSS REFERENCES:

Section: B	***Page(s):***	***Section:***	***Page(s):***
Document(s): 080	68–81	***Document(s):***	

A - 081

Project:

Public Schools of Choice: High School in the Community (HSC)/Community Planning Council on Educational Alternatives: (CPCEA)
New Haven, Connecticut

Descriptors:

- Alternative Schools
- Community Involvement
- Curriculum Development
- Educational Alternatives
- Educationally Disadvantaged
- Individualized Instruction
- School Community Relationships
- Secondary Education
- Skill Development
- Student Participation
- Student Teacher Relationship

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public Schools of Choice

Project Site: New Haven. Connecticut

ED103301 SO008138

High School in the Community: Providing Alternatives in Education. Profiles of Promise 39.

Hawke, Sharryl

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

75 5p.: Poor contrast and small print may reproduce marginally

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 ($9.00 for 30 issues)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Secondary students in the New Haven, Connecticut schools are offered a community high school program as an alternative to traditional education. The program is committed to three basic goals: (1) building student skills; (2) increasing student motivation to learn; and (3) encouraging students to become responsible, independent members of society. An individualized instructional approach is emphasized with a pupil/teacher ratio of less than ten to one. Community volunteers teach the more than 160 course offerings per year such as "Messing Around with Plants," "Can I See your Drivers License?" and "Coming of Age in America." Credit can also be earned through student volunteer work in community projects such as a community health clinic. Courses are offered on the basis of student interest and teacher availability. Some 40-45 percent of the course offerings are held in various locations throughout the city. Student performance is evaluated with personal narrative reports from teachers, rather than the traditional letter or number grades. An independent evaluation team continually evaluates the program and indicates success in the program. (Author/JR)

Descriptors: *Alternative Schools/ *Community Resources/ Curriculum Development/ *Educational Alternatives/ Educationally Disadvantaged/ Individualized Instruction/ Instructional Innovation/ Relevance (Education)/ *School Community Cooperation/ School Community Programs/ Secondary Education/ Skill Development/ *Student Motivation

Identifiers: *Profiles of Promise

Descriptors:

CROSS REFERENCES:

Section: **Document(s):**	**Page(s):**	**Section:** **Document(s):**	**Page(s):**

A - 082

Project:

project R – 3: Readiness, Relevancy and Reinforcement

San Jose, California

Descriptors:

- Ability Identification
- Achievement Gains
- Achievement Tests
- Compensatory Education Programs
- Curriculum Guides
- Diagnostic Teaching
- Disadvantaged Youth
- Economically Disadvantaged
- Educational Games
- Educationally Disadvantaged
- Individualized Instruction
- Inservice Teacher Education
- Junior High Schools
- Learning Difficulties
- Learning Disabilities
- Low Achievers
- Mathematics Instruction
- Motor Development
- Music Education
- Program Descriptions
- Program Development
- Program Evaluation
- Reading Ability
- Reading Instruction
- Reading Programs
- Reading Readiness
- Remedial Instruction
- Remedial Reading Programs
- Secondary Education
- Self Concept
- Social Studies
- Teaching Techniques

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project R-3: Readiness, Relevancy, and Reinforcement

Project Site: San Jose, California

ED127572 CS002887

Project R-3 (San Jose, California): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

76 24p.; See related documents CS 002 885-892

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Project R-3 is a motivational program designed to upgrade essential reading and math skills of junior high school students. It emphasizes student readiness, subject relevance, and learning reinforcement (R-3) in a laboratory environment. All incoming seventh graders are involved in the project and remain with it for three years. A teaching team of three content area teachers (reading, math, and social studies) stays with the students for the duration of the project. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

Descriptors: Junior High Schools/ Learning Laboratories/ *Mathematics Instruction/ *Motivation Techniques/ Program Descriptions/ Program Development/ *Projects/ *Reading Programs/ Secondary Education/ *Social Studies

Identifiers: *Project Information Packages

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project R-3: Readiness, Relevancy, and Reinforcement

Project Site: San Jose, California

ED068621 UD013011

Project R-3, San Jose, California. Model Programs, Compensatory Education Series.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

72 19p.

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.: OE-72-90

Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.20)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

In 1967-68, the San Jose Unified District, in cooperation with the Education Division of the Lockheed Missiles and Space Co., implemented a special program for disadvantaged, underachieving, eighth-grade students. The primary objective of the program was to improve the motivation and achievement of disadvantaged students by providing special mathematics and reading instruction in combination with field trips and other activities designed to demonstrate the relevance of classroom learning to the solution of real-world problems. A second wave of eighth graders entered the program in 1968, and the first-year students went on to a newly developed ninth-grade R-3 curriculum, the three R's signifying student readiness, subject relevance, and learning reinforcement. In 1969, new State regulations required the project to include the entire seventh-grade population of the school in the program. The program was forced to drop the eighth- and ninth-grade program temporarily in order to handle the new and larger seventh-grade service group. Plans were made to reexpand the R-3 program to the eighth and ninth grades as the seventh graders progressed through those grades in succeeding years. The 1970-71 program included all 240 eighth-grade students, and the 1971-72 program continues the program for these students in the ninth grade. (Author/JM)

Descriptors: *Compensatory Education Programs/ Disadvantaged Youth/ Mathematics Instruction/ Mexican Americans/ Negro Students/ Program Evaluation/ Readiness/ Reading Instruction/ *Relevance (Education)/ *Remedial Instruction/ *Secondary Education/ Secondary School Students/ State Programs/ Underachievers

Identifiers: *California

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: project R-3: Readiness, Relevancy and Reinforcement

Project Site: San Jose, California

ED067432 UD012933
Evaluation of Project R-3, San Jose, Calif., 1971-72.
Rapp, M. L.; Haggart, S. A.
Rand Corp., Santa Monica, Calif.
Aug 72 65p.
Sponsoring Agency: San Jose Unified School District, Calif.
Report No.: WN-7910-SJS
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Project R-3 has as its primary objective improving both reading and mathematics skills. The other objectives are to change the self-image of students from one of failure to one of success, and to change their behavior patterns as students by providing them with immediate success experiences. The project started in the spring of 1970 when students were in the second semester of the seventh grade. It included all seventh grade students at one school. In 1970-71, these same students participated as eighth graders, and the 1971-72 program continues the program for these students in the ninth grade. The major components of the ninth grade program are reading, mathematics, studies in advanced simulation, and intensive involvements. Project R-3 was designed jointly by the San Jose Unified School District and the Education Systems organization of Lockheed Missiles and Space Company (now Technicon Education Systems) with the help of consultants from San Jose State College. Project R-3 includes a curriculum that interrelates reading and mathematics with reinforcement through gaming-simulation, intensive involvements (a series of extended field trips), parental involvement, and an in-service training program for staff development. Program students are grouped into heterogeneous classes, each reflecting the achievement range of the entire program population. For related documents, see ED 049 933, ED 027 136, ED 061 727, and UD 013 011. (Author/JM)

Descriptors: *Compensatory Education Programs/ Curriculum Development/ *Demonstration Projects/ *Diagnostic Teaching/ Educationally Disadvantaged/ Individualized Instruction/ Inservice Teacher Education/ Longitudinal Studies/ Program Evaluation/ Remedial Mathematics/ Remedial Reading/ *Secondary School Students/ Self Concept/ Teaching Methods
Identifiers: California/ *Project R 3

Descriptors:

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Section: A **TOPIC:** Developer/Demonstrator - 1978 - 79

Project: project R-3: Readiness, Relevancy and Reinforcement

Project Site: San Jose, California

ED061721 EM009693

Project R-3: A Motivational Program Emphasizing Student Readiness, Subject Relevance, and Learning Reinforcement Through Individualized Instruction, Intensive Involvement, and Gaming/Simulation.

San Jose Unified School District, Calif.

72 200p.

Sponsoring Agency: California State Dept. of Education, Sacramento. Office of Compensatory Education.

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

A course intended to upgrade essential reading and mathematics skills in students who show poor performance or negative attitudes towards school has been developed at A. Lincoln High School in San Jose, California. Called Project R-3, it seeks to motivate students by emphasizing student readiness, subject relevance, and learning reinforcement through a varied program of individualized instruction, field trips, and gaming and simulation devices. The program for 1970-1972 taught grades eight and nine. Average gain in basic skills was nine months for reading and one year for mathematics, over seven months of instruction. The contents of this report include a complete program description and guide to replication, a discussion of the theory of gaming and simulation, and sixteen games and simulations to be used in reading and mathematics instruction. (RB)

Descriptors: Curriculum Guides/ *Educational Games/ Games/ Game Theory/ *Mathematics Instruction/ Mathematics Materials/ Motivation/ Reading Achievement/ *Reading Instruction/ Reading Materials/ Reading Material Selection/ Reading Skills/ *Remedial Instruction/ Remedial Reading/ Secondary School Students/ *Simulation/ Teaching Methods/ Teaching Procedures

Identifiers: *Project R 3

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project R-3: Readiness, Relevancy and Reinforcement

Project Site: San Jose, California

ED051583 EA003590

Project R-3 Allocation of Students Among Groups.

Sumner, G. C.

Feb 71 10p.; Paper presented at Association of California Administrators in Compensatory Education Meeting. (Oakland, California, March 8, 1971)

Report No.: P-4584

The Reports Department, The Rand Corporation, 1700 Main, Santa Monica, California 95001. (#P-4584, $1.00)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This report describes an objective method for allocating San Jose students to groups so that each group would include the same representation of students according to two quantitative measures of scholastic achievement. The conditions provided that each group be internally heterogeneous, but that intergroup differences be small, so that each would represent a separate replication of the same experiment. The allocation was to mirror uniformly the central tendency and variability of the overall student population. This method could apply to a more flexible set of initial conditions: it could accommodate another variable, be equally useful for ensuring representation across socioeconomic or cultural variables, and obtain proportionality with the racial-ethnic mix of the student population considered. (Author)

Descriptors: *Academic Achievement/ *Educational Experiments / Grade 7/ *Heterogeneous Grouping/ Rating Scales/ Reading Ability/ *Research Methodology

Identifiers: Mathematical Ability

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project R-3: Readiness, Relevancy and Reinforcement

Project Site: San Jose, California

ED049933 SE011130
Project R-3, San Jose, Calif: Evaluation of Results and Development of a Cost Model.
Rapp, M. L.; And Others
Rand Corp., Santa Monica, Calif.
Mar 71 169p.
Sponsoring Agency: San Jose Unified School District, Calif.
Report No.: R-672-SJS
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

This report is an evaluation by the Rand Corporation of a project designed to raise reading and arithmetic achievement of disadvantaged junior high school students. The project was prepared by Lockheed Missiles and Space Company for the San Jose Unified School District. Described are both the original R-3 program for a small number of students and the current program for a seventh-grade student in a single junior high school. The basic concepts of the remedial programs were: motivational activities to provide curriculum relevance, intensive involvements to improve teacher-student rapport, reading and arithmetic tailored to individual needs, and parental involvement in their children's school activities. Effectiveness and cost are separately analyzed. During a period of four months the average reading gain of students was five months; arithmetic, three months. Students with the lowest entering scores gained eight months in both subjects. Absences increased, but referrals and suspensions decreased. Costs are summarized by major program components including management, dissemination, inservice-training, mathematics, reading, humanities, field trips, and parental involvement. Finally, a cost-effectiveness model is developed which can be used for assessing the impact of change in resource allocation. (JG)

Descriptors: *Achievement/ *Arithmetic/ Cost Effectiveness/ *Disadvantaged Youth/ *Educational Programs/ Grade 7/ Mathematics Instruction/ Motivation/ *Reading/ Secondary School Mathematics

Descriptors:

CROSS REFERENCES:

Section: B	***Page(s):***	***Section:***	***Page(s):***
Document(s): 082	7–10	***Document(s):***	
082	64–65		

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: project R-3: Readiness, Relevancy and Reinforcement

Project Site: San Jose, California

EJ018511 EM500872
Project R-3, San Jose, California
Ury, Claude M.
Audiovisual Instr, 15, 4, 45-6 70 Apr

Described is a program in which Lockheed cooperated with a local school district in preparing a vocational curriculum for disadvantaged youth in the area. (LS)

Descriptors: Curriculum Design/ *Economically Disadvantaged/ Educational Programs/ Grade 8/ Mathematics Instruction/ Reading Instruction/ *Remedial Instruction/ School Industry Relationship/ *Vocational Education

Identifiers: San Jose California Unified School District

ED027136 32 RC003301
It Works: Project R-3, San Jose, California.
American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.
68 22p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.: OE-37040-SPCE-4

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37040, $0.25)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

A project was designed by the San Jose Unified School District and the education division of the Lockheed Missiles and Space Company to treat learning problems experienced by eighth and ninth grade students with underdeveloped reading and mathematics skills. The students were largely Mexican American and were from predominately disadvantaged economic backgrounds. The program, designated R-3, was concerned with student readiness, subject relevance, and learning reinforcement. It consisted of: a special curriculum which interrelated math, reading, and technological skills; a series of field trips; and an inservice training program for the project staff. Sources to contact for additional information conclude the document. (SW)

Descriptors: *Compensatory Education Programs/ Economically Disadvantaged/ Grade 8/ Grade 9/ Learning Difficulties/ *Methods/ *Mexican Americans/ Personnel/ Program Evaluation/ *Readiness/ Reading Skills/ *Reinforcement/ Secondary School Students/ Skill Development

Identifiers: Lockheed Missiles and Space Company/ *San Jose Unified School District

Descriptors:

CROSS REFERENCES:

	Page(s):		Page(s):
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Document(s): 082	7–10	Document(s):	
082	64–65		

A - 085

Project:

RE — ED School of Kentucky

Louisville, Kentucky

Descriptors:

- Achievement Gains
- Achievement Tests
- Behavior Change
- Camping
- Counseling
- Educational Philosophy
- Elementary Education
- Emotionally Disturbed
- Exceptional Child Services
- Facility Requirements
- Inservice Teacher Education
- Instructional Design
- Instructional Staff
- Interpersonal Relationships
- Program Descriptions
- Parent Counseling
- Program Development
- Program Evaluation
- Residential Schools
- Self Concept
- Teacher Education
- Teacher Role

085

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: RE - ED School of Kentucky

Project Site: Louisville, Kentucky

ED115036 EC080482
Re-Ed School of Kentucky. (Including Parent Handbook).
Alwes, Don; And Others
Jefferson County Board of Education, Louisville, Ky.
75 26p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Described is a Re-Ed (re-education) program for treating emotionally disturbed children (ages 6 through 12 years). The residential behavior modification program is discussed in terms of facilities (physical environment, length of program, and admission criteria), activities (such as field trips, yoga, and special education classes) staff and training (including ancillary services in the form of workshops, parent counseling groups, practicum or internship training, staff meetings, and demonstration programs), parent counseling (which includes effectiveness training and weekly sessions with the children's teachers), and costs (which depend on the area in which the facility is established). Brief sections are included on program evaluation and replication. A parent handbook relating to the Re-Ed program comprises the remaining half of the text and covers topics such as accreditation, placement, and behavior diaries in question-answer form. (SB)

Descriptors: *Behavior Change/ Class Activities/ Cost Effectiveness/ Educational Programs/ *Elementary Education/ *Emotionally Disturbed/ Exceptional Child Education/ Facilities/ Instructional Staff/ Operant Conditioning/ Parent Counseling/ *Program Descriptions/ Program Evaluation/ Residential Schools
Identifiers: Kentucky (Louisville)/ *Parent Materials

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: RE - ED School of Kentucky

Project Site: Louisville, Kentucky

ED036935 EC005006

Project Re-ED: New Concepts for Helping Emotionally Disturbed Children.

Bowen, Eli M.; And Others

George Peabody Coll. for Teachers, Nashville, Tenn.

69 28p.

Sponsoring Agency: National Inst. of Mental Health (DHEW), Bethesda, Md.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

To meet the needs of emotionally disturbed children, a residential program was planned to provide re-education for such children and training for the teaching staff. A model school served 40 children, aged 6 through 12, in five groups, each having a team of two teacher counselors and a liaison teacher backed by consultants. Teacher and parent ratings 18 months after discharge indicated moderate or great improvement for 80% of the children; additional ratings also indicated improvement. The project process, experience, cost, and manpower development program were considered as well. (JD)

Descriptors: Academic Achievement/ Adjustment (to Environment)/ Behavior Change/ Counseling/ Counseling Instructional Programs/ Counselors/ *Emotionally Disturbed/ *Exceptional Child Research/ *Inservice Teacher Education/ Interpersonal Relationship/ Program Development/ Program Evaluation/ *Residential Schools/ Self Concept

Identifiers: Project Re-ED

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: RE - ED School of Kentucky

Project Site: Louisville, Kentucky

ED018897 EC001230

PROJECT RE-ED, A DEMONSTRATION PROJECT FOR THE REEDUCATION OF EMOTIONALLY DISTURBED CHILDREN.

North Carolina State Dept. of Mental Health, Raleigh.; Tennessee State Dept. of Health, Nashville.

67 37P.

Report No.: MH-929

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

THE PROJECT FOR THE REEDUCATION OF EMOTIONALLY DISTURBED CHILDREN (PROJECT RE-ED), A DEMONSTRATION PROJECT (1961-1968) TO DEVELOP AND EVALUATE THE EFFECTIVENESS OF RESIDENTIAL SCHOOLS (SUNDAY THROUGH FRIDAY) FOR DISTURBED CHILDREN, IS DESCRIBED. THE PROFESSIONAL TRAINING AT GEORGE PEABODY COLLEGE, TENNESSEE, AND USE OF CAREFULLY SELECTED TEACHER-COUNSELORS IN THE TWO PROJECT SCHOOLS (CUMBERLAND HOUSE ELEMENTARY SCHOOL, TENNESSEE, AND WRIGHT SCHOOL, NORTH CAROLINA) WHICH SERVE 40 CHILDREN AGED 6 TO 12 IS DISCUSSED. ASPECTS OF THE FORMAL SCHOOL PROGRAM BASED ON INDIVIDUAL NEEDS AND THE CAMPING PROGRAM ARE PRESENTED, AND WORK WITH THE CHILD'S FAMILY AND SCHOOL IS DESCRIBED. INCLUDED IS INFORMATION ABOUT ADMISSION CRITERIA, LENGTH OF STAY, REFERRAL PROCEDURES, FACILITIES, COSTS AND FINANCING, NEEDS FOR ADDITIONAL SERVICES, AND PROJECT EVALUATION. PHOTOGRAPHS OF SCHOOL ACTIVITIES AND SEVEN BRIEF CASE HISTORIES ARE ALSO INCLUDED. (MY)

Descriptors: Admission Criteria/ Camping/ Children/ Demonstration Programs/ Demonstration Projects/ Educational Programs/ Elementary Education/ *Emotionally Disturbed/ *Exceptional Child Education/ Experimental Programs/ Personnel / Program Descriptions/ Program Evaluation/ Referral/ Residential Programs/ Residential Schools/ Teacher Characteristics/ Teacher Education/ Teacher Role/ Teachers/ Teacher Selection/ Therapeutic Environment

Descriptors:

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A - 087

Project:

Richmond (Virginia) Follow Through Resource Center

Richmond, Virginia

Descriptors:

- Aesthetic Education
- Art Education
- Classroom Observation Techniques
- College School Cooperation
- Compensatory Education Programs
- Disadvantaged Youth
- Discrimination Learning
- Early Childhood Education
- Educational Games
- Elementary Education
- Elementary School Students
- Family School Relationship
- Home Programs
- Inservice Teacher Education
- Learning Activities
- Parent Attitudes
- Parent Counseling
- Parent Participation
- Preschool Curriculum
- Preschool Programs
- Preschool Tests
- Primary Programs
- Program Descriptions
- School Community Relationships
- Science Education
- Social Studies
- Teacher Aides
- Teaching Techniques
- Urban Culture

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Richmond (Virginia) Follow Through Resource Center

Project Site: Richmond, Virginia

ED124681 UD016141

Ira Gordon Follow Through (Richmond, Virginia).

Gordon, Edmund W.; And Others

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

72 34p.; For full report, see ED 099 458; Part of project entitled Preparation of Publications on Progress in Compensatory Education and Desegregation Programs

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Grant No.: OEG-71-3946

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Richmond, Virginia Follow Through program is currently in its sixth year of operation in grades kindergarten to three in 12 urban schools. Funded primarily by Educational Opportunity Act Title II funds, the program serves a student population in which the majority of pupils are black and 50 percent are from poor families. The program seeks to improve the learning ability of the child and the education and participation of the parent through a continuous program in which both home and school are integral parts of a single unit. The program provides educational, social and cultural experiences for the child and his family so that the entire environment becomes more conducive to learning. This is done through several methods: the institution of a new kind of paraprofessional, the parent educator, into the classroom; weekly home visits in which the parent educator collaborates with the parent on an educational task program for the child; field trips for parents and children; the fostering and encouragement of an active Parent Advisory Committee; on extensive, continuous in-service training program; and a multi-level educational component. This program is found to be exemplary for several reasons. (Author/JM)

Descriptors: Enrichment Programs/ Grade 1/ Grade 2/ Grade 3/ Home Visits/ *Intervention/ Kindergarten/ Low Income/ Negro Students/ *Paraprofessional School Personnel/ *Parent School Relationship/ *Parent Teacher Cooperation/ *Primary Grades/ Program Descriptions/ Urban Schools

Identifiers: Educational Opportunity Act Title II/ Follow Through Program/ *Virginia (Richmond)

Descriptors:

CROSS REFERENCES:

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087

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Richmond (Virginia) Follow Through Resource Center

Project Site: Richmond, Virginia

ED105990# PS007844

Home Learning Activities Designed to Provide Educational Experiences for Children and Parents. Part 2.

Seay, Shirley H.; Brown, Brenda

Richmond Public Schools, Va.

206p.; For resumes of related documents, see PS 007 842-843

Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00)

Document Not Available from EDRS.

This manual, Part 2 of a two-volume series, is a compilation of instructional tasks designed to be used in the home by parents with their children. These home learning activities are one component of the Florida Model of Follow Through Programs. Each instructional task is designed for use in the home by a Parent Educator (P.E) who has already worked with the child and the child's classroom teacher. The task is discussed, demonstrated or role-played, evaluated, and revised (if necessary) with the parent who in turn shares it with the child. This manual contains home learning activities involving people and places (with a special section on black culture), poetry, reading, science, seasons and weather, shapes and colors, social living, travel, and word games. (CS)

Descriptors: Classification/ Color/ Discrimination Learning/ *Early Childhood Education/ Educational Games/ *Family School Relationship/ *Home Programs/ *Learning Activities/ *Parent Education/ Poetry/ Reading Games/ Science Activities/ Social Life

Identifiers: *Project Follow Through

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Richmond (Virginia) Follow Through Resource Center

Project Site: Richmond, Virginia

ED105988# PS007842

Home Learning Activities Designed to Provide Educational Experiences for Children and Parents: A Home Preschool Program Designed for the Siblings of the Children in the Follow Through Program in the Richmond Public Schools.

Richmond Public Schools, Va.

221p.; For resumes of related documents, see PS 007 843-844

Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00)

Document Not Available from EDRS.

This handbook of home preschool activities is designed to be used with the siblings of the children in Project Follow Through. The suggested activities are to be used by parents in the home to provide learning experiences for their young children and to reinforce concepts being taught in Project Follow Through. Most of the activities were adapted from Ira J. Gordon's two books, "Baby Learning through Baby Play" and "Child Learning through Child Play." Other activity sources are suggested in the bibliography. The activities are divided into the following categories: body image, motor development, language arts, everyday experiences, weather, animal and plant experiences, counting experineces, music, art, and special games.

Descriptors: Art Activities/ Childrens Games/ *Home Programs / Language Arts/ *Learning Activities/ Motor Development/ Music Activities/ Number Concepts/ *Parent Participation/ *Preschool Curriculum/ Preschool Education/ Science Activities / Self Concept/ *Siblings

Identifiers: *Project Follow Through

Descriptors:

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087

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Richmond (Virginia) Follow Through Resource Center

Project Site: Richmond, Virginia

ED028140 SP002386

Institute for Training Follow Through Personnel in Parent Participation and Education.

Florida Univ., Gainesville. Coll. of Education.

68 12p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

A two-week summer training workshop will be conducted as the first step in a year-long relationship between six local communities (Providence, R.I.; Richmond, Va.; Jonesboro, Ark.; Lac du Flambeau, Wis.; Yakima, Wash.; Jacksonville, Fla.) and the University of Florida, Gainesville. (Each will use the Florida Parent Education Model--see SP 002 385--in a Follow Through compensatory education program. The approach requires the utilization of nonprofessionals as classroom teacher aides and as teachers of mothers in the home.) The 45 workshop participants will be teams from each of the communities: a Follow Through Coordinator, the kindergarten and first grade teachers, and the teacher aide/parent educators. Both teachers and aides will receive (1) lecture-discussions and readings in childhood development and learning, especially of disadvantaged pupils and (2) laboratory skill training in techniques of classroom and pupil observation. Teachers will receive training in techniques for supervising another adult in the classroom and in classroom management of learning tasks. Aides will have a practicum in techniques for teaching mothers in the home. (Included are a general description of the Follow Through program; objectives for the Florida Model; and notes on institute facilities, evaluation, instructional staff, and participant eligibility.) (JS)

Descriptors: Classroom Observation Techniques/ *College School Cooperation/ Compensatory Education Programs/ Disadvantaged Youth/ *Elementary School Teachers/ *Inservice Teacher Education/ *Institutes (Training Programs)/ Parent Education/ Parent Participation/ Preschool Teachers/ Program Descriptions/ *Teacher Aides/ Teaching Skills

Identifiers: Operation Follow Through

Descriptors:

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Project:

Secondary Credit Exchnage Program

Connell, Washington

Descriptors:

- Achievement Gains
- Bilingual Education
- Community Involvement
- Cultural Awareness
- Early Childhood Education
- Educational Objectives
- High School Students
- Migrant Education
- Mobile Education Services
- Parent Participation
- Program Descriptions
- Program Evaluation
- Secondary Education
- Spanish Speaking
- Teacher Aides
- Teaching Techniques
- Tutorial Programs

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED151493 UD018050

Secondary Credit Exchange, ESEA Title I Migrant: Program Description.

Randall, David W.

Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.

77 8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This brief report describes how to set up a Secondary Credit Exchange Program. The program allows migrant students following the crops (with their families) from Texas to Washington to keep up with their education by attending night classes. Various program aspects that are discussed in this document include: funding, curricula, materials, staffing, facilities, locating and recruiting of students, preparing for the students, school sessions, closing the terms, and record keeping. The program has four goals: (1) to recruit secondary migrant students who have been attending high schools in other states or areas of Washington and who would otherwise not reenroll in school, (2) to reenroll these students in alternative afternoon or evening classes, (3) to correlate the students' high school schedule with that of their hdme base school, and (4) to transfer the students' complete high school credits to their home base school. An important aspect of the program is parental involvement. The importance of this program is evident when dropout statistics are examined. National statistics show that migrant students have one of the highest dropout rates of any group of high school students, yet only 2.5% of last year's enrollment dropped out of this program. On a national average only 11% of migrant students enter high school. In the state of Washington, 35% entered high school. (Author/AM)

Descriptors: High School Students/ *Migrant Education/ *Migrants/ *Migrant Youth/ *Program Content/ *Program Descriptions/ *Program Evaluation/ Secondary Education

Identifiers: *Elementary Secondary Education Act Title I/ Texas/ Washington

Descriptors:

CROSS REFERENCES:

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091

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED133133 56 RC009616

Training Migrant Paraprofessionals in Bilingual Mini Head Start. Final Evaluation, 1975-76 Program Year. Evaluation of Progress No. 9 in Series.

McConnell, Beverly

Washington State Intermediate School District 104, Ephrata.

Sep 76 100p.; For related documents, see ED 116 866-868, ED 114 222, and ED 121 496

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

An early education program for migrant children ages three through second grade, the program operates two permanent sites located in Connell and Moses Lake, Washington. A mobile component, operated in La Grulla, Texas during the winter months, follows the migrant children north when their families join the migrant stream from April through October of each year. This evaluation report presents the program's progress during the 1975-76 program year. The objective, need, teaching process or involvement approach, and results are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management. Overall the program met or partially met its objectives. The appendices include a technical report on the Bilingual Mini Head Start Test of Cultural Concepts and a report on the procedures for testing and data collection and explanatory data on the analysis of test scores in the instructional component. (NQ)

Descriptors: Academic Achievement/ Bilingual Education/ Community Involvement/ Cultural Awareness/ *Early Childhood Education/ *Educational Assessment/ *Interstate Programs/ Material Development/ Mexican Americans/ *Migrant Education/ *Mobile Educational Services/ Paraprofessional School Personnel/ Parent Participation/ Program Evaluation

Identifiers: *Texas (La Grulla)/ *Washington

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED121497 RC009091

Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Mid-Year Evaluation, 1975-76 Program Year.

McConnell, Beverly

Washington State Intermediate School District 104, Ephrata.

Dec 75 47p.; A related report is RC 009 090

Sponsoring Agency: Washington Office of the State Superintendent of Public Instruction, Olympia.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Combining URRD and other funding sources, the program provides an interstate and interdistrict tutoring service, usually outside of regular school hours, to children of migrant and seasonal farm worker families. The tutoring is done by adult paraprofessionals, many of whom are parents or relatives of the children served. Parents also participate in program management through advisory groups for each site. Serving primarily Mexican American children, the program consists of two permanent sites in Connell and Moses Lake, Washington, and a "mobile component". The mobile component provides tutoring to migrant children in their home base in La Grulla (Texas) as well as during their stay in Washington, Oregon, Idaho, and Illinois. All curriculum materials used are programmed so that progress through them can be individualized. Child progress is also evaluated through nationally standardized tests. Nine objectives were established for the 1975-76 program year. This report summarizes progress toward achieving these objectives through October 1975. A narrative section expands on the comparison of academic achievement of children in the mobile program with mobile migrant children from a neighboring south Texas town who have no special preschool program and only uncoordinated local school services where they move. The program is operating effectively at all sites. (NQ)

Descriptors: *Academic Achievement/ Bilingual Education/ Early Childhood Education/ Educational Objectives/ Formative Evaluation/ *Interstate Programs/ Mexican Americans/ *Migrant Education/ *Mobile Educational Services/ Paraprofessional Personnel/ Parent Participation/ *Tutorial Programs

Identifiers: *Washington

Descriptors:

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091

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED121496 95 RC009090

Training Migrant Paraprofessionals in Bilingual Mini Head Start. Mid-Year Evaluation, 1975-76 Program Year. Evaluation of Progress No. 8.

McConnell, Beverly

Washington State Intermediate School District 104, Ephrata.

Jan 76 85p.; A related report is RC 009 091

Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

An early education program for children of migrant and seasonal farm workers, the program is designed around three problems which uniquely affect these children's education--lack of continuity, lack of professional staff, and irregularity of attendance. Serving primarily Mexican American migrant children, the program consists of two year-round sites located in Washington State and a third site called the "mobile component." The mobile program operates in La Grulla (Texas) during the winter; then the teachers, recruited from the families of the children served, move north when the children do and set up centers wherever the children move, continuing their education at each stop. The Washington sites provide year-round services for interstate, intrastate, and settled-out migrants. This evaluation report discusses the program's mid-year progress during the 1975-76 program year. The outcome and process objectives are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management for an interstate delivery system. Overall the objectives are being met or partially met. (NQ)

Descriptors: Academic Achievement/ Bilingual Education/ Community Involvement/ *Early Childhood Education/ *Educational Assessment/ *Interstate Programs/ Material Development/ Mexican Americans/ *Migrant Education/ *Mobile Educational Services/ Paraprofessional Personnel/ Parent Participation/ Staff Improvement

Identifiers: Texas (La Grulla)/ *Washington

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED116873 RC008944

Bilingual Mini-School Tutoring Project. Evaluation Progress Report Number 2, Final Evaluation Program Year 1, July 1974.

McConnell, Beverly

Mabton School District, Wash.

Jul 74 24p.; Not available in hard copy due to marginal legibility of original documents; For related documents, see RC 008 943, 945, 946

Sponsoring Agency: Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No.: EPR-2

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

An early childhood education program for children of migrant and seasonal farm workers, the Project provides tutoring, usually outside of regular school hours, to kindergarten and first grade children. The tutoring is done by adult paraprofessionals who are former migrants or seasonal farm workers. Program focus is to: (1) develop the child's ability to understand and use both Spanish and English in oral communication, (2) give bicultural instruction, and (3) reinforce the child's learning of the basic academic skills of reading and mathematics. Tutoring is provided to migrant children in their home base in Texas as well as during the migrant season in Washington. Two year-round sites in Washington (Moses Lake and Connell) offer services to children of seasonal farm workers and migrant families who have graduated from the Mini Head Start program (see RC 008 937-942) into classrooms all over the city and neighboring communities. These children are brought together for supplementary tutoring to continue dual language teaching, cultural lessons, and reinforcement in basic academic areas in an attempt to maintain the gains made in the preschool program. This report presents the second progress evaluation, covering program operations through June 30, 1974. Also included are a brief discussion of start-up program adjustments and a letter from a public school teacher regarding the project's value. (NQ)

Descriptors: Academic Achievement/ Bilingual Education/ *Early Childhood Education/ Educational Objectives/ Formative Evaluation/ *Interstate Programs/ *Migrant Education/ *Mobile Educational Services/ Parent Participation/ Program Evaluation / *Tutorial Programs

Identifiers: *Washington

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED116872 RC008943

Bilingual Mini-School Tutoring Project. Evaluation Progress Report Number 1, March 1974.

McConnell, Beverly

Mabton School District, Wash.

Mar 74 13p.; Not available in hard copy due to marginal legibility of original document; For related documents, see RC 008 944-916

Sponsoring Agency: Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No.: EPR-1

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

An early childhood education program for children of migrant and seasonal farm workers, the project provides a supplemental tutoring program, offered outside of regular school hours, by bilingual adult paraprofessionals who are former migrants or seasonal farm workers. Composed of a "mobile" and a "stationary" program, the project focuses on: (1) developing the child's ability to understand and use both Spanish and English in oral communication, (2) giving bicultural instruction, and (3) reinforcing the child's learning of the basic academic skills of reading and mathematics. In the mobile program, migrant adults are recruited in La Grulla (Texas) and employed year-round to serve the children as they relocate to various work stops. The stationary program serves both migrant children on an in and out basis, and children of seasonal farm workers in permanent locations operating year-round in Connell and Moses Lake, Washington. Covering the stationary program's progress from February 1 through March 31, 1974, this report is limited to reporting on the "start-up" objectives. These include the institutional objective involving coordination with public school personnel, contact with parents, and student enrollment; and the procedural objectives involving recruitment orientation and initial staff training. Since the mobile program is not scheduled for implementation until April 1974, it is not covered. (NQ)

Descriptors: Bilingual Education/ *Early Childhood Education / Interstate Programs/ *Migrant Education/ Mobile Educational Services/ *Objectives/ *Parent Participation/ Program Development/ Student Enrollment/ *Tutorial Programs

Identifiers: *Washington

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Conneli, Washington

ED116868 95 RC008933

Training Migrant Paraprofessionals in Bilingual Mini Head Start. Evaluation of Progress, Mid-Year Evaluation, 1974-75 Program Year.

McConnell, Beverly

Washington State Intermediate School District 104, Ephrata.

75 100p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Conceived as an educational experiment designed to meet the unique needs of migrant children, Training Migrant Paraprofessionals in Bilingual Mini Head Start is an early education program for children of migrant farm workers. Initiated in 1971, the program has two components: the "Mobile Component" and the "Washington State Component." The "Mobile Component" provides service to children from the home base community of La Grulla, Texas, both in Texas and as the children move with their families to northern states and back again. The "Washington State Component" provides year-round services at two stationary sites for both interstate and intrastate migrants or seasonal farm workers. Three key concepts developed by the program account for the difference in its success and the success of other models of mobile programs: (1) use of adult migrants as teachers, (2) use of a "mini" center concept, and (3) application of "coordinated or supplementary services" concept. This evaluation report discusses the program's progress during the 1974-75 program year. The outcome and process objectives are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management for interstate delivery system. (NQ)

Descriptors: Academic Achievement/ Bilingual Education/ Community Involvement/ Delivery Systems/ •Early Childhood Education/ Educational Assessment/ •Interstate Programs/ Material Development/ •Migrant Education/ •Mobile Educational Services/ Parent Participation/ Staff Improvement

Identifiers: •Texas (La Grulla)

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED116867 95 RC008938

Training Migrant Paraprofessionals in the Bilingual Mini Head Start, February 1973.

McConnell, Beverly

Washington State Intermediate School District 104, Ephrata.

Feb 73 24p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The Bilingual Mini Head Start program is an early education program for children of migrant farm workers. The program has three permanent sites--two year-round sites in Washington which serve both mobile migrants and seasonal farm workers' children, and a home base site in Grulla, Texas which serves only mobile migrant children. Teachers from Grulla site move into the migrant stream when the families move north. Each teacher continues to serve a small cluster of migrant children in a series of temporary field locations in Washington, Idaho, and Illinois. Thus, continuity of educational services is offered throughout the migration of this mobile population from Grulla. The program consists of six components: instruction, staff training, parent and community involvement, management, materials development, and relocating delivery system. This report presents the evaluation of the program's progress for the project year 1972-73. Findings are presented by objective in each component. Overall, the objectives are being met. (NQ)

Descriptors: Bilingual Education/ Community Involvement/ Curriculum Development/ *Early Childhood Education/ *Educational Assessment/ *Interstate Programs/ Material Development/ *Migrant Education/ *Mobile Educational Services/ Parent Participation/ Program Evaluation/ Staff Improvement

Identifiers: *Texas (La Grulla)

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED116866 95 RC008937

Training Migrant Paraprofessionals in the Bilingual Mini Head Start, April 1972.

McConnell, Beverly

Washington State Intermediate School District 104, Ephrata.

Apr 72 29p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The Bilingual Mini-Head Start program which offers service to migrant children and their families over a 6,000 mile circuit using a totally paraprofessional teaching staff, consists of 6 components: instruction, staff training, parent and community involvement, materials development, relocating delivery system, and management. An interim evaluation of the program's progress during 1971-72 was conducted. Because of the project design and data collection timetable, many of the program's objectives could not be assessed at the time as to whether they were being met. When this was the case, it was indicated that data collection had not been completed. Preliminary findings were reported when the preliminary data yield information felt to be a useful indicator of program progress. Instructional goals for children could not be assessed until post-testing was done. However, based on available records, all the process goals concerning the instructional program to be offered were being met. Training goals were being met although on a delayed schedule. Goals for materials development were either being met or were substantially completed, with the exception of the development of the cultural heritage materials which was behind schedule. Goals for carrying out a relocating program delivery system were met beyond the minimum standard set, and far beyond the level of comparable programs in offering continuity to moving families. (Author/NQ)

Descriptors: Bilingual Education/ Community Involvement/ Curriculum Development/ Delivery Systems/ *Early Childhood Education/ *Educational Assessment/ *Interstate Programs/ *Migrant Education/ Parent Participation/ *Program Evaluation/ Staff Improvement

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Secondary Credit Exchange Program

Project Site: Connell, Washington

ED114222 95 RC008843

Training Migrant Paraprofessionals in Bilingual Mini Head Start. Final Evaluation, 1974-75 Program Year. Progress Report No. 7.

McConnell, Beverly

Washington State Intermediate School District 104, Ephrata.

Sep 75 106p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Initiated in 1971, this early education program for children of migrant farm workers uses the adult members of the child's extended family as paraprofessional teachers who have full responsibility for teaching the child. Professional teachers, employed to "back up" the parent teacher, help with training, curriculum planning, securing teaching materials, and performing other services which will help the parent teacher do a more effective teaching job. The program design as 2 components: the "mobile" and the "stationary" components. In the mobile component, the teaching adult brings the children together as they move from La Gruila (Texas) to various work stops in Washington, Oregon, Idaho, and Illinois and continues to teach them. In the stationary program, year-round centers are operated in Connell and Moses Lake (Washington) to serve the settled-out migrant who is still a seasonal farm worker and the migrants who come in temporarily during the peak seasons. Programmed curriculum materials are used to teach math, reading, handwriting, and language in Spanish and English. Weekly "placement" reports are kept for each child in each subject. The program has provided a significant educational advantage to the children served. This detailed report of program effectiveness covers the instructional, staff development, parent and community involvement, and materials development components and the management for an interstate delivery system. (NQ)

Descriptors: Academic Achievement/ Bilingual Education/ Community Involvement/ Curriculum Development/ *Early Childhood Education/ *Interstate Programs/ Material Development/ Migrant Education/ Mobile Educational Services/ *Paraprofessional School Personnel/ *Parent Participation/ Program Evaluation/ Spanish Speaking/ Staff Improvement

Descriptors:

CROSS REFERENCES:

Section: ______ **Document(s):** ______	**Page(s):**	**Section:** ______ **Document(s):** ______	**Page(s):**

A - 093

Project:

STAMM: Systematic Teaching Anf Measuring Mathematics

Lakewood, Colorado

Descriptors:

Basic Skills

Continuous Progress Plan

Curriculum Development

Elementary Education

Management Systems

Mathematics Instruction

Performance Based Education

Program Descriptions

Secondary Education

Teaching Guides

Testing

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: STAMM: Systematic Teaching and Measuring Mathematics

Project Site: Lakewood, Colorado

ED144843 SE023228

Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler.

Jefferson County Public Schools, Lakewood, Colo.

77 34p.; Contains occasional colored pages which may not reproduce well

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This booklet contains an overview and a sample of some of the curricular materials developed in Jefferson County's Systematic Teaching and Measuring Mathematics (STAMM) program. It provides continuous progress in mathematics, K-12, using management by objectives. Well-defined processes for diagnosis, instructional activities, and assessment are indicated, with hints on the need for careful record-keeping. Achievement on both standardized and criterion-referenced tests has consistently improved since the implementation of the program. Teacher resource packets, guides, and a sampler kit are available for purchase. (MS)

Descriptors: Continuous Progress Plan/ *Curriculum/ Elementary Secondary Education/ Instruction/ *Management Systems/ *Mathematics Education/ *Performance Based Education/ *Program Descriptions/ Teaching Guides/ Tests

Identifiers: Colorado/ *Project STAMM

Descriptors:

CROSS REFERENCES:

Section:	***Page(s):***	***Section:***	***Page(s):***
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A - 094

Project:

Strategies in Early Childhood Education

Waupun, Wisconsin

Descriptors:

Child Development
Early Childhood Education
Educational Diagnosis
Educational Objectives
Exceptional Child Education
Exceptional Child Services
Identification
Individualized Instruction
Individualized Programs
Intervention
Learning Disabilities
Program Descriptions
Program Evaluation
Screening Tests

094

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Strategies in Early Childhood Education

Project Site: Waupun, Wisconsin

ED091048 PS007061

Strategies in Early Childhood Education. E.S.E.A. Title III Project.

Cooperative Educational Service Agency 13, Waupun, Wis.

73 13p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This report provides a description of an innovative ECE program which uses a diagnostic-prescriptive approach. The program is based on a comprehensive developmental model in which cognitive growth proceeds through motor, perceptual, integrative, and symbolic phases. It is emphasized that the basic developmental processes must be assessed so that the program can provide growth in each of these areas. The diagnostic process begins when the children enter kindergarten. Initial screening focuses on perceptual coordination and progresses according to the degree of success attained by each child. Profiles are compiled and given to classroom teachers to be used in forming instructional programs. The educational process is designed to build independent working habits, and to this end learning centers and self instructional materials are utilized. Initial program objectives focused on the screening of 95% of all children entering school, demonstration of staff competence in reading profiles and forming learning strategies. and large scale implementation. Evidence from the evaluation effort indicates that the program is operating smoothly and effectively. The report includes a list of publications and materials ready for dissemination, a discussion of program costs, and guidelines for interested school districts on establishing similar programs. (DP)

Descriptors: Child Development/ *Early Childhood Education/ *Educational Diagnosis/ Educational Innovation/ Individualized Instruction/ *Objectives/ *Program Descriptions/ *Program Evaluation/ Teaching Methods

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Strategies in Early Childhood Education

Project Site: Waupun, Wisconsin

ED088248 EC061305

Second Continuation Proposal for Strategies in Early Childhood Education.

Cooperative Educational Service Agency 13, Waupun, Wis.

72 98p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Education, Madison.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Presented is the continuation proposal for Title III funding of a program which serves approximately 2,000 kindergarten and first grade children by early identification of learning needs and diagnostic-prescriptive intervention. Program components are given to include comprehensive screening to identify individual needs in the areas of motor development, auditory perception, visual perception, and language development; prescriptive teaching; and inservice training sessions for staff. Provided are statistical data in the areas of general information, the budget summary, project participation, personnel, and persons served by program components. Discussed in the narrative section are project development, the program model, the screening procedure, individualized instruction, and evaluation findings including increased use by teachers of diagnostic-prescriptive techniques and improved performance by students on the Metropolitan Readiness Test. Given in chart form are six program goals with related performance and process objectives. Also provided is a list of program participant functions, calendar of events, and a summary of staffing plans. Appended are a class analysis chart, the screening device, and a listing of suggested parent-child activities. (DB).

Descriptors: Diagnostic Teaching/ *Early Childhood Education / *Exceptional Child Education/ Identification/ *Intervention/ *Learning Disabilities/ *Program Proposals/ Screening Tests

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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A - 095

Project:

project Success for the SLD Child

Wayne, Nebraska

Descriptors:

Aesthetic Education
Art Education
Civil Rights
Class Activities

Curriculum Guides
Elementary Education
Elementary School Students
Exceptional Child Education
Health Problems
Instructional Materials
Language Arts
Language Development
Language Skills
Learning Activities
Learning Disabilities
Lesson Plans
Mathematics Instruction

Motor Development
Music Education
Perceptual Motor Learning
Perceptual Development

Physical Education
Primary Programs
Program Descriptions
Reading Skills
Science Education
Self Concept
Sequential Programs
Simulation
Social Studies
Special Education
Teaching Techniques
Word Recognition
Word Study Skills
Writing Skills

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Success for the SLD Child

Project Site: Wayne, Nebraska

ED089486 EC061401

Sam's No Dummy A Summary of "Project Success".

Wayne - Carroll Public Schools, Wayne, Nebr.

74 16p.; For related information see EC 061395, EC 061396 and EC 061397

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nebraska State Dept. of Education, Lincoln.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Outlined in the brochure are the language arts, motor perception, and curriculum modification components of Project Success (Nebraska), a program funded by Title III for elementary level students with specific language disabilities (SLD). Numerous cartoons and photographs are included. Characteristics such as reading slowly through having an average or above IQ, being hyperactive, and being a boy in three or four cases are listed to describe the SLD child. It is noted that the Project began in 1971 to keep the SLD child in the regular classroom, and that classroom teachers are taught by trained language therapists to observe and participate in team teaching. The language arts component is said to be a multisensory structured linguistic language program which integrates reading, writing, speaking and listening. Motor perception training is seen to help children achieve spatial, temporal, and body awareness; dynamic balance; and muscular strength for effective body control and increased self confidence. Noted is curriculum modification in all subject areas so that classroom teachers learn to develop alternative strategies appropriate to the child's learning style. Cited is daily process evaluation achieved by using hierarchy of skill charts in both the language and motor components. Project success is said to provide for parent and teacher interaction in bi-monthly workshops, and for participation of professionals, lay citizens, and parents in a community council. Source and price of curriculum guides for the three components are included. (MC)

Descriptors: Curriculum/ Elementary School Students/ *Exceptional Child Education/ *Language Arts/ *Language Handicapped/ *Motor Development/ *Program Descriptions

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Nebraska

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Success for the SLD Child

Project Site: Wayne, Nebraska

ED089484 EC061397

Project Success for the SLD Child, Language Arts Guide.

Wayne - Carroll Public Schools, Wayne, Nebr.

74 109p.; For related information see EC 061395, EC 061396, and EC 061401

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nebraska State Dept. of Education, Lincoln.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Presented in the language arts teaching guide, developed by Project Success (Nebraska) through a Title III grant for language handicapped elementary level students, are 33 basic lessons stressing phonics, a daily writing program, and ideas for creative writing. Noted are characteristics of students and goals of Project Success. The language program is said to begin simply with names, sounds, and forms of letters and to progress sequentially to more complex structures through a multisensory approach that integrates reading, writing, speaking, and listening. Emphasized are constant review, individualized learning stations, a relaxed classroom environment, and desirable teacher qualities such as sympathetic understanding. Directions for teaching a 1 1/2- to 2-hour daily lesson include aspects such as presenting the new skill; encoding (auditory), decoding (visual), and communicating. Listed for reference use is material such as the formation of letter sounds. Lessons are presented in terms of concepts, behavioral objectives, and procedures for introducing skills, building words, and reading. As an example, lesson 18 on the Magic e Syllable specifies skills such as adding a final e to words like cap and teaching procedures such as telling a story about a magic e that reaches over one consonant and sprinkles magic dust on the vowel to make it long. Listed are 44 language lesson topics such as contractions and letter writing. The daily writing program includes sequential steps such as picture presentation (said to be valuable for students having trouble with paragraphing), suggestions for evaluation and dictionary work, and motivation. Listed for creative writing are 178 topics such as "If I were President". Noted are ways to teach capitalization and punctuation. (MC)

Descriptors: *Curriculum Guides/ Elementary School Students/ *Exceptional Child Education/ *Language Arts/ *Language Handicapped/ *Language Programs/ Learning Disabilities/ Lesson Plans/ Phonics/ Reading Skills/ Sequential Learning/ Spelling/ Teaching Methods/ Word Recognition/ Writing Skills

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Nebraska

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Success for the SLD Child

Project Site: Wayne, Nebraska

ED089483 EC061396

Project Success for the SLD Child, Curriculum Modification.

Owens, Jean

Wayne - Carroll Public Schools, Wayne, Nebr.

74 246p.; For related information see EC 061395, EC 061397, and EC 061401

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nebraska State Dept. of Education, Lincoln.

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

The curriculum modification guide, developed by project success (Nebraska) through a Title III grant for language disabled elementary level students, contains suggested activities and instructional materials to be used in units of art, health, mathematics, music, science, and social studies. Explained are program planning, criteria for selecting instructional materials, and goals. The curriculum modifier (a consultant to teachers) is said to perform functions such as preparing individualized prescriptions, selecting appropriate instructional materials and collecting data for ongoing evaluation of students. A chart based on the modifier's tasks specifies teacher behavior, task analysis, and student behavior. Usually specified for subject areas are teacher instructions, activities, instructional materials, grade level(s), skills to be developed, and sources for materials. Art activities such as stringing beads to make a necklace are suggested for developing visual and motor perception. Activities such as visiting a grocery store are suggested for 18 health units featuring aspects such as alcohol, dental health, and safety. Offered for 38 subcategories pertaining to number operations, measurement, geometry, and computation in mathematics are activities such as preparing a bingo game using fractions. Provided in the science section is a model unit on plant growth. Social studies activities are given for the following grade level units (number of topics per unit are in parentheses): grade 1, the family (27); grade 2, the neighborhood (14); grade 3, cities (18); grade 4, Nebraska (13) and geography (18); grade 5, U.S. (17); and grade 6, Canada and Latin America (15). (MC)

Descriptors: Art Education/ *Class Activities/ *Curriculum Guides/ Diagnostic Teaching/ *Elementary School Students/ *Exceptional Child Education/ Health Education/ Instructional Materials/ *Language Handicapped/ Learning Disabilities/ Mathematics/ Music/ Perceptual Development/ Science Activities / Social Studies

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Nebraska

Descriptors:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Success for the SLD Child

Project Site: Wayne, Nebraska

ED089482 EC06135[illegible]

Project Success for the SLD Child. Motor-Perception Activities.

Wayne - Carroll Public Schools, Wayne, Nebr.

74 203p.; For related information see EC 061396, EC 061397, and EC 061401

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.: Nebraska State Dept. of Education, Lincoln.

EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

Presented is a curriculum guide for a perceptual motor program which was developed by Project Success (Nebraska) through a Title III grant for language learning disabled elementary level students in kindergarten through grade 3. The program is said to be arranged in a hierarchy of skills ranging from simple to complex and to be written so that the instructor asks questions that the child answers by movement. It is advised that a chart be kept for each child to enable both the teacher and child to see progress, and to motivate the child to procede on an individual basis. The program is said to comprise five areas: muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness. Activities in each area are presented in terms of teacher instructions, objective, concepts, materials required, and questions or directions to be given by teachers. Noted is inclusion of a pretest/posttest and warm up exercises. The following are among activities given for the five areas: body bridges, jumping and tug-of-war activities to achieve muscular strength; balance beam and baton activities to improve dynamic balance; identification of body parts, trampoline, and obstacle course activities in the area of body awareness; ball handling, bean bag, and parachute activities to achieve spatial awareness; and marching, metronome pacing, and rhythmic games to gain temporal awareness. Additionally included are lists of resource materials (with addresses), progress charts, and a day-by-day guide for a 33-week kindergarten motor perception program. (MC)

Descriptors: Body Image/ *Curriculum Guides/ *Exceptional Child Education/ Kindergarten/ *Learning Disabilities/ Lesson Plans/ Motor Development/ Muscular Strength/ *Perceptual Motor Learning/ *Physical Activities/ Primary Grades/ Spatial Relationship/ Time Factors (Learning)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Nebraska

Descriptors:

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A - 096

Project:

Title I Reading Center Program

Fort Lauderdale, Florida

Descriptors:

Behavior
Developmental Reading
Elementary Education
Elementary School Students
Individualized Instruction
Individualized Programs
Individualized Reading
Middle Schools
Parent Attitudes
Program Descriptions
Program Evaluation
Reading Achievement
Reading Centers
Reading Clinics
Reading Comprehension
Reading Instruction
Reading Programs
Reading Skills
Remedial Reading Programs
Self Concept
Student Attitudes
Vocabulary Development

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title I Reading Center Program

Project Site: Fort Lauderdale, Florida

ED108148 CS001916
Title I Reading Center Program.
Broward County Schools, Fort Lauderdale, Fla.
74 10p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

One of the twelve exemplary reading programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program uses a variety of cross-referenced materials and small group instruction to develop students' reading skills, vocabulary, and reading comprehension. Students from low-income families who are functioning approximately two years below grade level in reading in grades one through six come to the reading center for one hour of instruction every other day. Based on the results of diagnostic tests, teachers prescribe an individualized program of learning and reinforcement activities for each child. A child spends part of each hour receiving direct instruction from a teacher in skills development and the remainder of the hour in reinforcement activities under the supervision of an aide. Incorporated into the program is ongoing inservice training. (TO/AIR)

Descriptors: *Effective Teaching/ Elementary Education/ Individualized Reading/ Reading Comprehension/ *Reading Instruction/ *Reading Programs/ Reading Skills/ *Remedial Reading Programs/ Vocabulary Development

Identifiers: Effective Reading Programs/ Elementary Secondary Education Act Title I/ ESEA Title I/ *Exemplary Reading Programs/ Right to Read

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title I Reading Center Program

Project Site: Fort Lauderdale, Florida

ED047890 RE003297

Follow-Up Study for Retention of Skills Improved by Special Remedial Reading Instruction at the Reading Center During 1968-69.

Broward County School Board, Fort Lauderdale, Fla.

Sep 70 15p.

Report No.: R-35

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

A study of the amount of retention after 1 year of students who had participated in a Title-I remedial reading program is reported. The reading center program was comprised of the comprehensive diagnosis of learning problems followed by a reading skills program on a one-to-one relationship with a reading specialist. Psychological aspects were taken into consideration by helping the students build a positive self-image. Subjects were 47 experimental-group fourth graders who attended the reading center and 48 students with Otis IQ scores similar to the experimental group and who were designated in need of remedial reading instruction. Both groups were administered the Gates Word Recognition Test and the Gates Paragraph Reading Test before and after the instructional year. The experimental group made significantly higher gains than the control group in both word recognition and paragraph reading. One year later, 37 students remained in the experimental group and 41 in the control group. The results of the Comprehensive Tests of Basic Skills, administered to all fifth- and sixth-year students, showed that the experimental group was still significantly higher than the control group in both word recognition and paragraph reading. (DH)

Descriptors: *Elementary School Students/ *Followup Studies/ Grade 4/ Grade 5/ Individual Instruction/ *Reading Achievement / Reading Centers/ *Reading Research/ *Remedial Reading Programs/ Retention Studies/ Self Concept

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title I Reading Center Program

Project Site: Fort Lauderdale, Florida

ED046674 RE003298

A Study of the Reading Center Program for the 1969-70 School Year.

Meredith, William V.; Banks, Thomas W.

Broward County School Board, Fort Lauderdale, Fla.

Sep 70 24p.

Report No : R-36

EDRS Price MF-$0.75 HC-$1.58 PLUS POSTAGE

Evaluation of the 1960-70 program of a reading center originally begun in 1966 with ESEA/Title I funds was conducted for three purposes: (1) to determine the extent to which participation in the remedial and developmental program resulted in improved reading skills, (2) to discover trends in achievement gain as related to differing lengths of treatment, and (3) to explore the relationship between personality characteristics and length of time in the center. The Gates-MacGinitie Reading Tests and a Behavior Inventory Rating were administered to 171 students in grade 3 who were involved in reading center activities. Conclusions were that (1) the children made significant achievement gains as a result of participation in reading center activities, (2) the children who needed the most help spent the longest time in the center, and (3) the children with more desirable personality traits were likely to remain at the center longer than children with less desirable traits. It was recommended that the relationship of length of time at the center and degree of achievement gain should be studied further, concentrating on determining optimal time allocations for various types of pupils. Tables and the Behavior Inventory Rating Sheet are included. (MS)

Descriptors: Attitudes/ Behavior Rating Scales/ Developmental Reading/ Elementary School Students/ Grade 3/ *Individual Characteristics/ *Program Evaluation/ *Reading Achievement/ *Reading Centers/ Reading Clinics/ Reading Instruction/ *Remedial Reading Programs

Descriptors:

CROSS REFERENCES:

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Project:

Title One Corrective Reading Program

Witchita, Kansas

Descriptors:

Educationally Disadvantaged
Elementary Education
Junior High Schools
Program Evaluation
Reading Diagnosis
Reading Improvement
Reading Skills
Remedial Reading Programs
Staff Improvement
Word Recognition

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Wichita, Kansas

ED127553 32 CS002857

A Report of the Corrective Reading Program, 1971-72.

Turner, W. E.: Bare, Janet

Wichita Public Schools, Kans.

Aug 72 33p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Elementary Secondary Education Act Title I program described in this paper served 1550 educationally deprived pupils in 82 Kansas elementary and junior high schools during the 1971-1972 academic year. The primary goals of the reading program were to improve and upgrade word recognition and reading skills and to improve pupils' attitudes. The remedial systems utilized were eclectic: individual teachers developed techniques which were most successful in their specific situations. Although participants ranged in level from grades one to nine, a special effort was made to provide instruction in the primary grades. Discussions of the educational context in which remediation occurred, of personnel utilization, of diagnostic techniques, and of evaluation of program success are included in the program description. Assessment of data revealed that from 54% to 73% of the students achieved at least one month's gain for each month of instruction, according to three evaluation measures. Recommendations urged that the corrective reading program be continued. (KS)

Descriptors: *Educationally Disadvantaged/ Elementary Education/ Junior High Schools/ Primary Education/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ Reading Diagnosis/ *Reading Improvement/ Reading Research/ *Reading Skills/ *Remedial Reading Programs/ Staff Utilization / Word Recognition

Identifiers: *Corrective Reading Program/ *Elementary Secondary Education Act Title I/ ESEA Title I/ Kansas

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 097	**Page(s):** 117–124	**Section:** **Document(s):**	**Page(s):**

A - 102

Project:

Vocational Reading Power (VRP)

Beer Lake, Minnesota

Descriptors:

- Ability Identification
- Air Conditioning
- Appliance Repairing
- Architectural Drafting
- Auto Mechanics
- Business Education
- Clothing Instruction
- Commercial Art
- Cosmetology
- Dental Assistants
- Distributive Education
- Electrical Appliances
- Electricity
- Electromechanical Technology
- Engine Technology
- Engineering Graphics
- Floriculture
- Glossaries
- Home Economics Education
- Industrial Arts
- Industrial Technology
- Medical Professions
- Merchandizing
- Occupational Information
- Office Management
- Printing
- Program Evaluation
- Radio Technology
- Reading Ability
- Retailing
- Secondary Education
- Technical Education
- Television Repair Services
- Vocational Education
- Welding

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED094169 88 CE001674

Vocational Reading Power Project. End of Budget Period Report for a Supplementary Educational Center and Services. (July 1, 1971-June 30, 1972).

Michigan State Dept. of Education, Lansing.; Oakland County Schools, Pontiac, Mich.

Sep 72 298p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE

The target population of this project consists of students enrolled in four regional vocational education centers which serve selected students who desire to receive enriched and specialized vocational education during the 11th and 12th years of public school. The project goals for the first year related to identification of students' reading abilities, their preprogram rates of reading growth, and the readability level of basic assigned texts. The first 23 pages of the end of period budget report present statistical, financial, and evaluation data relevant to the stated goals. The remainder of the document, approximately 275 pages, is appendixes: (A) summaries of reading test data and evaluation of posttesting procedures; (B) comparisons between the readability of textbooks used at the centers and students' reading abilities; (C) instructor survey and summary of findings; (D) evaluation of project data; (E) publications and articles; (F) letters of interest; and (G) selected bibliography. (AJ)

Descriptors: Program Evaluation/ *Readability/ *Reading Ability/ Secondary Grades/ *Student Ability/ Student Characteristics/ Student Needs/ *Textbook Evaluation/ Textbook Research/ Textbook Selection/ *Vocational Training Centers

Identifiers: Michigan

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086857 95 CE000891

Welding: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Brunt, James G.

Oakland County Schools, Pontiac, Mich.

Nov 72 106p.: For related documents, see CE 000 872-890

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in welding. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Glossaries/ *Industrial Arts/ *Technical Education/ Vocational Education/ *Welding

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086856 95 CE000890

T.O.P.S. Total Office Procedure Systems: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Dube, Louise; Pappas, Artemus

Oakland County Schools, Pontiac, Mich.

Nov 72 63p.; For related documents, see CE 000 872-889, CE 000 891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in total office procedure systems. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Business Education/ *Definitions/ *Glossaries/ *Office Management/ *Office Occupations Education/ Office Practice/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086855 95 CE000889
Retail Floral Sales: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.
Trombley, Ruth
Oakland County Schools, Pontiac, Mich.
Nov 72 27p.; For related documents, see CE 000 872-888, CE 000 890-91
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
Report No.: MDE-0671
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in retail floral sales. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Floriculture/ *Glossaries/ *Retailing/ Vocational Education
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086654 95 CE000888

Radio-T.V. Repair; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Boadway, Edwin

Oakland County Schools, Pontiac, Mich.

Nov 72 33p.; For related documents, see CE 000 872-887, CE 000 889-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in radio-television repair. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Glossaries/ *Radio Technology/ *Technical Education/ *Television Repairmen/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086853 95 CE000887

Modern Printing Processes: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Lage, Dale R.

Oakland County Schools, Pontiac, Mich.

Nov 72 31p.: For related documents, see CE 000 872-886, CE 000 888-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in modern printing processes. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Glossaries/ *Industrial Arts/ *Printing/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086852 95 CE000886

Medical Office Assisting; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Johnson, Julia

Oakland County Schools, Pontiac, Mich.

Nov 72 53p.; For related documents, see CE 000 872-885, CE 000 887-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in medical office assisting. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Glossaries/ *Medical Assistants/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086851 95 CE000885

Marine & Small Engines: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Clark, Roger

Oakland County Schools, Pontiac, Mich.

Nov 72 57p.; For related documents, see CE 000 872-884, CE 000 886-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in marine and small engines. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Engines/ *Glossaries/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Marine Equipment

Descriptors:

CROSS REFERENCES:

Section: B	***Page(s):***	***Section:***	***Page(s):***
Document(s): 102	19–22	***Document(s):***	

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086850 95 CE000884

Industrial Electronics: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Furnari, Michael; Schelter, Frederick

Oakland County Schools, Pontiac, Mich.

Nov 72 51p.; For related documents, see CE 000 872-883, CE 000 885-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in industrial electronics. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ Electromechanical Technology/ *Electronics Industry/ *Glossaries/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section:	B	**Page(s):**	**Section:**		**Page(s):**
Document(s):	102	19–22	**Document(s):**		

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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086849 95 CE000883

Industrial Electricity: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Tedsen, Edgar

Oakland County Schools, Pontiac, Mich.

Nov 72 51p.; For related documents, see CE 000 872-882, CE 000 884-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in industrial electricity. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ Electrical Systems/ Electric Circuits/ *Electricity/ *Glossaries/ *Industrial Technology/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
Document(s): 102	19–22	**Document(s):**	

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086848 95 CE000882

Heating, Air Conditioning; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Hotchkiss, Marvin; Schafer, Thomas

Oakland County Schools, Pontiac, Mich.

Nov 72 51p.; For related documents, see CE 000 872-881, CE 000 883-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in heating and air conditioning. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Air Conditioning/ *Definitions/ *Glossaries/ *Heating/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
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Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project: Site: White Bear Lake, Minnesota

ED086847 95 CE000881

Engineering Drafting: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Adam, Alex G.; Monroe, Carl C.

Oakland County Schools, Pontiac, Mich.

Nov 72 25p.; For related documents, see CE 000 872-880; CE 000 882-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in engineering drafting. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Engineering Drawing/ *Engineering Graphics/ *Glossaries/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 102	**Page(s):** 19–22	**Section:** **Document(s):**	**Page(s):**

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086846 95 CE000880

Distributive Education; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Hoffman, Kirby

Oakland County Schools, Pontiac, Mich.

Nov 72 23p.; For related documents, see CE 000 872-879, CE 000 881-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in distributive education. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Business Education/ *Definitions/ *Distributive Education/ *Glossaries/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
Document(s): 102	19–22	**Document(s):**	

Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086845 95 CE000879

Dental Office Assisting: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Xremer, Bonnie

Oakland County Schools, Pontiac, Mich.

Nov 72 37p.; For related documents, see CE 000 872-878, CE 000 088-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in dental office assisting. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Definitions/ *Dental Assistants/ Dental Technicians/ *Glossaries/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES

Section: B
Document(s): 102
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Document(s):
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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED036844 95 CE000878

Cosmetology: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Premer, LaVerne

Oakland County Schools, Pontiac, Mich.

Nov 72 50p.; For related documents, see CE 000 872-877, CE 000 879-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in cosmetology. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Cosmetology/ *Definitions/ *Glossaries/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	***Page(s):***	***Section:***	***Page(s):***
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Section: A

TOPIC:

Project:

Project Site:

ED086843 95 CE000877

Clothing Services: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Peyton, Gladys

Oakland County Schools, Pontiac, Mich.

Nov 72 41p.; For related documents, see CE 000 872-876, CE 000 878-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in clothing services. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Clothing Instruction/ *Definitions/ *Glossaries/ *Home Economics Education/ *Seamstresses/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	Page(s): 19–22	Section:	Page(s):
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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086842 95 CE000876

Appliance Repair: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Cooper, Louis; Nichols, Therman

Oakland County Schools, Pontiac, Mich.

Nov 72 56p.; For related documents, see CE 000 872-875, CE 000 877-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in appliance repair. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Appliance Repairing/ *Definitions/ Electrical Appliances/ *Glossaries/ *Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	***Page(s):***	***Section:***	***Page(s):***
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Section: A

TOPIC:

Project:

Project Site:

ED086841 95 CE000875
Architectural Drafting: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.
Shelton, Edward
Oakland County Schools, Pontiac, Mich.
Nov 72 31p.; For related documents, see CE 000 872-874, CE 000 876-891
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
Report No.: MDE-0671
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in architectural drafting. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Architectural Drafting/ Architectural Education/ *Definitions/ *Glossaries/ *Technical Education/ Vocational Education
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B
Document(s): 102
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Section: A

TOPIC: Developer/Demonstrator - 1978-79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086840 95 CE000874

Auto Mechanics: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Christopherson, Steve; And Others

Oakland County Schools, Pontiac, Mich.

Nov 72 201p.: For related documents, see CE 000 872-873, CE 000 875-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in auto mechanics. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: •Auto Mechanics/ Auto Mechanics (Occupation)/ •Definitions/ Engines/ •Glossaries/ Industrial Arts/ Mechanics (Process)/ Technical Education/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
Document(s): 102	19–22	**Document(s):**	

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Section: A **TOPIC:** Developer/Demonstrator - 1978-79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086839 95 CE000873

Advertising; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Tibbetts, Judith

Oakland County Schools, Pontiac, Mich.

Nov 72 91p.; For related documents, see CE 000 872, CE 000 874-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in advertising. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Business Education/ *Definitions/ *Glossaries/ *Merchandising/ *Publicize/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

Section: B **Document(s):** 102	**Page(s):** 19–22	**Section:** **Document(s):**	**Page(s):**

Section: A

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Vocational Reading Power (VRP)

Project Site: White Bear Lake, Minnesota

ED086838 95 CE000872

Advanced Display: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Prueter, Theodore H.

Oakland County Schools, Pontiac, Mich.

Nov 72 32p.; For related documents, see CE 000 873-891

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Report No.: MDE-0671

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in advanced display. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Descriptors: *Business Education/ *Commercial Art/ *Definitions/ Display Panels/ *Glossaries/ Publicize/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Window Dressing

Descriptors:

CROSS REFERENCES:

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Document(s): 102

Page(s): 19–22

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003 **Page:** ①

Section: B **TOPIC:** Developer/Demonstrator - 1978-79

Project: project Adventure

Project Site: Hamilton, Massachusetts

EJ168801 SP506259
Project Adventure
Little, Rufus
Journal of Physical Education and Recreation, 48, 6, 13-16 Jun 77
Reprint Available (See p. vii): UMI
Using trees, open fields, empty lots, buildings, or whatever is available near the school, students experience the challenge and group spirit associated with wilderness schools. (JD)
Descriptors: *Physical Education/ *Group Activities/ *Group Unity/ *Educational Innovation/ *Outdoor Education/ Athletic Equipment/ Self Concept/ Teaching Styles/ Urban Schools

Descriptors: PHYSICAL EDUCATION — GROUP ACTIVITIES — GROUP UNITY — EDUCATIONAL INNOVATION — OUTDOOR EDUCATION

CROSS REFERENCES:

Section: A **Document(s):** 003	**Page(s):** 12–15	**Section:** **Document(s):**	**Page(s):**

Section: B **TOPIC:** Developer/Demonstrator - 1978-79

Project: Alternative Learning Project (ALP)

Project Site: Providence, Rhode Island

EJ070223 AA514505
Diversity or Conformity in the American High School
Calabro, Hilda
High School Journal, 56, 3, 150-53 Dec 72

This project furnishes students of high school age with a learning model that is a decided contrast from the currently traditional public school system. (Author)

Descriptors: *Curriculum Development/ *Educational Philosophy/ Educational Problems/ *Experimental Programs/ Individualized Instruction/ *Learning Motivation/ *School Policy/ Student Needs/ Teaching Models

Identifiers: Alternate Learning Project

Descriptors: CURRICULUM DEVELOPMENT — EDUCATIONAL PHILOSOPHY — EXPERIMENTAL PROGRAMS — LEARNING MOTIVATION

CROSS REFERENCES:

Section: A **Document(s):** 007	**Page(s):** 18–19	**Section:** **Document(s):**	**Page(s):**

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Section: B

TOPIC: Developer/Demonstrator

Project: Behavior Analysis Resource Center (BARC) - (Pratt - Arnold School)

Project Site: Philadelphia, Pennsylvania

ED132174 TM005884

A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713.

Goodwin, Judith

Philadelphia School District, Pa. Office of Research and Evaluation.

Aug 76 25p.; For related documents, see ED 118 629, ED 104 550, and ED 084 276

Report No.: PSD-7713

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

Descriptors: Academic Achievement/ Achievement Gains/ Ancillary Services/ Attendance/ Comparative Analysis/ *Compensatory Education Programs/ Disadvantaged Youth/ *Early Childhood Education/ Mathematics/ Models/ Parent Participation / Primary Education/ Program Attitudes/ *Program Evaluation/ Reading/ Summative Evaluation

Identifiers: Pennsylvania (Philadelphia)/ Philadelphia School District/ *Project Follow Through

Descriptors: COMPENSATORY EDUCATION PROGRAMS — EARLY CHILDHOOD EDUCATION — PROGRAM EVALUATION — PROJECT FOLOW THROUGH

CROSS REFERENCES:

Section: A **Document(s):** 009	**Page(s):** 21–26	**Section:** **Document(s):**	**Page(s):**

Section: B

TOPIC: Developer/Demonstrator - 1978-79

Project: Behavior Analysis Resource Center (BARC) - (Pratt - Arnold School)

Project Site: Philadelphia, Pennsylvania

ED132170 TM005880

Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976. Report No. 7700.

Toll, Sherran

Philadelphia School District, Pa. Office of Research and Evaluation.

Jul 76 111p.

Sponsoring Agency: Philadelphia Anti-Poverty Action Commission, Pa.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

The Philadelphia Prekindergarten Head Start program is a child development program for three and four-year-old children from low income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82% and 84% of the population respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration. While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population. (Author/MV)

Descriptors: *Child Development/ Classroom Arrangement/ Classroom Environment/ Classroom Observation Techniques/ *Compensatory Education Programs/ *Early Childhood Education/ Handicapped Children/ Individualized Instruction/ Inservice Teacher Education/ Instructional Materials/ Low Income Groups/ *Models/ Parent Education/ Parent Participation/ Parochial Schools/ Preschool Children/ Preschool Education/ Program Development/ *Program Evaluation/ Public Schools/ Screening Tests/ Student Grouping/ Student Records

Identifiers: Denver Developmental Screening Test/ Pennsylvania (Philadelphia)/ Philadelphia School District/ *Project Head Start

Descriptors: CHILD DEVELOPMENT — COMPENSATORY EDUCATION PROGRAMS — EARLY CHILDHOOD EDUCATION — MODELS — PROGRAM EVALUATION

CROSS REFERENCES:

Section: A **Document(s):** 009	**Page(s):** 21–26	**Section:** **Document(s):**	**Page(s):**

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Catch - Up

Project Site: Newport Beach, California

EJ149250 AA523714
Getting Back in the Game
Hamilton, Andrew
American Education, 12, 5, 20-3 Jun 76

In California's Newport-Mesa United School District, underachievers in reading and math are "playing educational catch-up" and coming out winners. (Editor)

Descriptors: *Underachievers/ *Program Descriptions/ *Compensatory Education Programs/ *Mathematics Instruction/ *Reading Development/ Student Experience/ Program Evaluation/ Student Teacher Relationship/ Educational Strategies

Identifiers: *Project Catch Up

ED141474 UD017116
Report on Compensatory Education, 1975-76.
California State Dept. of Education, Sacramento. Div. of Compensatory Education.
1 May 77 35p.; Tables may be marginally legible due to print quality of the original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This report summarizes some of the activities of the staff of the Office of Compensatory Education from 1975 to 1976. The overall aim of these activities was to provide educational opportunities to disadvantaged children in California. Activities are described as they relate to 12 types of programs, namely: Compensatory Education Administration in 1975-76: Elementary and Secondary Education Act, Title I; S.B. 90, Chapter 6.10 Educationally Disadvantaged Youth Program; Evaluation and Pupil Achievement; Management Services; Migrant Education; Programs for Professional Development in Education; Demonstration Programs in Reading and Mathematics; Follow Through Program - Technical Assistance; Compensatory Education in State Institutions; Community Services; and, School Housing Aid for Districts Impacted by Seasonal Agricultural Employment. This report also includes descriptions of four projects in four school districts, namely: Newport - Mesa Unified School District-Project Catch-Up; San Jose Unified School District-Project R-3; Riverside Unified School District-Learning Achievement Through Saturated Educational Resources (LASER); and San Bernardino City Unified School District Promising Practices. (JM)

Descriptors: Community Services/ *Compensatory Education Programs/ Demonstration Programs/ Elementary Secondary Education/ *Federal Programs/ Migrant Child Education/ *Program Administration/ Program Descriptions/ *Program Evaluation/ Staff Improvement/ *State Programs/ Teacher Education

Identifiers: *California/ *Elementary Secondary Education Act Title I/ ESEA Title I

Descriptors: UNDERACHIEVERS — PROGRAM DESCRIPTIONS — COMPENSATORY EDUCATION PROGRAMS — MATHEMATICS INSTRUCTION — READING DEVELOPMENT — FEDERAL PROGRAMS — STATE PROGRAMS — CALIFORNIA

CROSS REFERENCES:

Section: A **Document(s):** 010	**Page(s):** 27–28	**Section:** **Document(s):**	**Page(s):**

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Catch - Up

Project Site: Newport Beach, California

ED129948 32 UD016486

Project Catch-Up. Analysis and Selection Kit.

Newport-Mesa Unified School District, Newport Beach, Calif.; RMC Research Corp., Los Altos, Calif.

25p.; For the Awareness Brochure, see UD 016 485

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Project Catch-Up is an ESEA Title I reading and math laboratory project for kindergarten through sixth-grade students, operating in Southern California's Newport-Mesa Unified School District. Its philosophy is that students having difficulty in reading and math can catch up with other students. Teachers take responsibility for the achievement gains of 18 low-achieving elementary students, and aides for the gains of 10 low-achieving elementary students. Staff members are free to use whatever techniques they choose and to purchase instructional materials, which they match to clearly defined objectives. Teachers and aides plan a variety of activities for each child focused on two or three specific skills that the child needs to work on. It is recommended that Project Catch-Up should be selected for a particular school district only if it can meet project requirements in the areas of instruction, management, and communication, and organization, and if resources in the following areas are available: (1) personnel, (2) material/equipment, and, (3) facilities. Project Catch-Up is one of six projects which have been selected by the U.S. Office of Education as unusually successful for teaching reading and/or math to underachieving students in low-income areas. (Author/AM)

Descriptors: Achievement Gains/ Criteria/ Demonstration Programs/ Educational Philosophy/ Elementary Education/ Individualized Instruction/ *Learning Laboratories/ *Low Achievers/ Low Income/ *Mathematics Instruction/ Primary Education/ *Program Descriptions/ *Reading Instruction/ *Remedial Instruction/ Success Factors

Identifiers: California (Costa Mesa)/ California (Newport Beach)/ Elementary Secondary Education Act Title I/ ESEA Title I/ Newport Mesa California Unified School District/ *Project Catch Up

Descriptors: LEARNING LABORATORIES — LOW ACHIEVERS — MATHEMATICS INSTRUCTION — PROGRAM DESCRIPTIONS — READING INSTRUCTION — REMEDIAL INSTRUCTION

CROSS REFERENCES:

Section: A

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Document(s):

Page(s):

010,018, 044,056 079,082

Section: B

TOPIC: Developers/Demonstrators - 1978 - 79

Project: project Catch-Up, project Conquest, High Intensity Tutoring, Intensive Reading Instructional Teams, Programmed Tutorial Reading, and project R - 3.

Project Site:

ED152014 EC104068

Project Information Packages Kit.

RMC Research Corp., Mountain View, Calif.

76 157p.; Set of eight booklets; Some parts of these booklets may not reproduce clearly

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.75 a set; 8 per set; sold in sets only, Stock No. 017-080-01518-8)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Presented are an overview booklet, a project selection guide, and six Project Information Packages (PIPs) for six exemplary projects serving underachieving students in grades k through 9. The overview booklet outlines the PIP projects and includes a chart of major project features. A project selection guide reviews the PIP history, PIP contents, considerations in selecting and using the project description booklets, and various PIP components (such as instructional procedures, management/communication, costs, organization, personnel, and materials/equipment). Six booklets individually cover the following projects: Project Catch-up, a reading and math project for children in kindergarten through sixth grade which takes place in an unstructured environment; Project Conquest, a reading project for second through sixth graders and first grade repeaters which involves individualized instruction; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders in which programed and drill materials are used; Intensive Reading Instructional Teams, a reading project for third and some fourth graders which features individualized instruction based on diagnosis; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, mathematics, and social studies for junior high school students which involves gaming, simulation, individualized instruction, learning contracts, and field trips. (SBH)

Descriptors: *Demonstration Projects/ Elementary Education/ Junior High Schools/ Learning Disabilities/ Mathematics/ Peer Teaching/ *Program Descriptions/ Reading/ Social Studies/ Student Motivation/ Teaching Guides/ Tutoring/ *Underachievers

Identifiers: Project Information Packages

Descriptors: DEMONSTRATION PROJECTS — PROGRAM DESCRIPTIONS — UNDERACHIEVERS

CROSS REFERENCES:

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		044	99		B	010	5–10

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044,056
079,082

Section: B

TOPIC: Developers/Demonstrators - 1978 - 79

Project: project Catch - Up and project R - 3

Project Site: Newport Beach and San Jose, California

ED141474 UD017116

Report on Compensatory Education, 1975-76.

California State Dept. of Education, Sacramento. Div. of Compensatory Education.

1 May 77 35p.; Tables may be marginally legible due to print quality of the original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This report summarizes some of the activities of the staff of the Office of Compensatory Education from 1975 to 1976. The overall aim of these activities was to provide educational opportunities to disadvantaged children in California. Activities are described as they relate to 12 types of programs, namely: Compensatory Education Administration in 1975-76; Elementary and Secondary Education Act, Title I; S.B. 90, Chapter 6.10 Educationally Disadvantaged Youth Program; Evaluation and Pupil Achievement; Management Services; Migrant Education; Programs for Professional Development in Education; Demonstration Programs in Reading and Mathematics; Follow Through Program - Technical Assistance; Compensatory Education in State Institutions; Community Services; and, School Housing Aid for Districts Impacted by Seasonal Agricultural Employment. This report also includes descriptions of four projects in four school districts, namely: Newport - Mesa Unified School District-Project Catch-Up; San Jose Unified School District-Project R-3; Riverside Unified School District-Learning Achievement Through Saturated Educational Resources (LASER); and San Bernardino City Unified School District Promising Practices. (JM)

Descriptors: Community Services/ *Compensatory Education Programs/ Demonstration Programs/ Elementary Secondary Education/ *Federal Programs/ Migrant Child Education/ *Program Administration/ Program Descriptions/ *Program Evaluation/ Staff Improvement/ *State Programs/ Teacher Education

Identifiers: *California/ *Elementary Secondary Education Act Title I/ ESEA Title I

Descriptors: COMPENSATORY EDUCATION PROGRAMS — FEDERAL PROGRAMS — PROGRAM ADMINISTRATION — PROGRAM EVALUATION — STATE PROGRAMS — CALIFORNIA

CROSS REFERENCES:

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		018	38–42			082	202–208
		044	99		B	010	5–10

Section: B

TOPIC: Developers/Demonstrators - 1978 - 79

Project: project Catch-Up, project Conquest, High Intensity Tutoring, Intensive Reading Instructional Teams, Programmed Tutorial Reading, and project R - 3.

Project Site:

ED127571 CS002886
Analysis and Selection Kit: Project Selection Guide.
RMC Research Corp., Los Altos, Calif.
76 17p.; See related documents CS 002 885-892
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-76-0002
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This brochure provides an introduction and guide to using six individual project selection booklets related to a new series of Project Information Packages. The packages, produced in response to the need for a systematic approach to disseminating exemplary projects, describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, a reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies, for junior high school students. (AA)

Descriptors: Cross Age Teaching/ Elementary Secondary Education/ *Mathematics Instruction/ Program Descriptions/ *Program Development/ *Projects/ *Reading Programs/ Remedial Instruction/ Social Studies
Identifiers: *Project Information Packages

Descriptors: MATHEMATICS INSTRUCTION — PROGRAM DEVELOPMENT — PROJECTS — READING PROGRAMS — PROJECT INFORMATION PACKAGES

CROSS REFERENCES:

Section:	Document(s):	Page(s):	Section:	Document(s):	Page(s):
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044, 056
079, 082

Section: B

TOPIC: Developers/Demonstrators - 1978 - 79

Project: project Catch-Up, project Conquest, High Intensity Tutoring, Intensive Reading Instructional Teams, Programmed Tutorial Reading, and project R - 3

Project Site:

ED127570 CS002885
Project Information Packages: Overview.
RMC Research Corp., Los Altos, Calif.
76 8p.; See related documents CS 002 886-892
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-76-0002
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This brochure describes a new series of Project Information Packages, a U.S. Office of Education response to the need for a systematic approach to disseminating exemplary projects. The packages describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies for junior high school students. Materials available for selecting a project and those included in the packages themselves also are described. (AA)

Descriptors: Cross Age Teaching/ Elementary Secondary Education/ *Mathematics Instruction/ Program Descriptions/ *Program Development/ *Projects/ *Reading Programs/ Remedial Instruction/ Social Studies

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Project Information Packages

Descriptors: MATHEMATICS INSTRUCTION — PROGRAM DEVELOPMENT — PROJECTS — READING PROGRAMS — PROJECT INFORMATION PACKAGES

CROSS REFERENCES:

Section: A	Page(s):	Section: A	Page(s):
Document(s): 010	27–28	Document(s): 056	148–158
018	38–42	082	202–208
044	99	B 010	5–10

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Conceptually Oriented Mathematics Program (COMP)

Project Site: Columbia, Missouri

ED110574 UD015391

Innovative and Exemplary Projects in Missouri Schools Title III, ESEA .

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Aug 74 61p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Forty-eight projects funded by the Elementary and Secondary Education Act Title III, and providing the funds to public school districts to demonstrate the feasibility of educational innovations, are described in this document about Missouri ESEA Title III exemplary programs. Nineteen projects completing the third year of operation, thirteen completing the second year, and sixteen new projects completing the first year of operation of the proposed three year project period provide the categorizations. As of July 1, 1974, eighteen new projects were funded and began the first year of operation of a two or three-year project period. Among the programs and projects described are: children's learning centers for those with learning disabilities, extended class time, conceptually oriented mathematics, drug abuse education, improving teacher competency, improving reading and language arts skills, volunteers in education, reading diagnostic center, guidance to facilitate behavioral change, children's reading clinic, environmental ecological education, typing instruction, right to read, computer managed individualized learning, early childhood education, and career education. Beginning projects are briefly described in a separate supplementary section. (Author/AM)

Descriptors: *Demonstration Projects/ Developmental Programs / *Educational Improvement/ *Educational Innovation/ *Educational Programs/ Federal Aid/ *Federal Programs/ Instructional Improvement/ Program Development/ Program Effectiveness/ Program Evaluation/ Program Improvement

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Missouri

Descriptors: EDUCATIONAL IMPROVEMENT — EDUCATIONAL INNOVATION — EDUCATIONAL PROGRAMS — FEDERAL PROGRAMS — ESEA TITLE III — MISSOURI

CROSS REFERENCES:

Section:	***Document(s):***	***Page(s):***
A	016	36–37
B	016	19–22

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: COPE: Cognitively Oriented Pre-Primary Experience

Project Site: West Chester, Pennsylvania

ED121450 PS008508

The Cognitively Oriented Prekindergarten: an ESEA Title III Third Year Final Report.

Dusewicz, Russell A.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.; West Chester State Coll., Pa. Educational Development Center.

Oct 75 47p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

This report presents a description and evaluation of the Cognitively Oriented Urban Prekindergarten Program in West Chester, Pennsylvania, a preschool program for children from low income families and/or one-parent families. The program was designed to form a link between the Early Learning Program of the PRIDE Project and public kindergarten. Children were assessed and grouped homogeneously according to ability. Teachers were responsible for curriculum development and revision and communication with parents. Children participated in activities from two curriculum sections: the general curriculum (including perceptual development activities, conceptual-language development activities, art education, and physical education) and the academic curriculum (reading, mathematics, science, social studies, and health and safety activities). Extensive descriptions of these curriculum areas, as implemented in the program, are provided. A comparison of the 1974-75 year of program operation to the two previous years of operation is included. The results of an assessment of strengths and weaknesses of the program as perceived by teachers and as shown by testing of the children are provided. (BRT)

Descriptors: *Cognitive Development/ *Comparative Analysis/ Evaluation Methods/ Homogeneous Grouping/ Language Development / Low Income Groups/ Mathematics/ One Parent Family/ Parent School Relationship/ Perceptual Development/ *Preschool Curriculum/ *Preschool Education/ Program Development/ *Program Evaluation/ Reading Skills/ Social Development/ Teacher Responsibility

Identifiers: *Cognitively Oriented Urban Prekindergarten Program/ Elementary Secondary Education Act Title III/ ESEA Title III/ Pennsylvania (West Chester)

Descriptors: COMPARATIVE ANALYSIS — PRESCHOOL CURRICULUM — PRESCHOOL EDUCATION — PROGRAM EVALUATION — PENNSYLVANIA

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
Document(s): 017	19	**Document(s):**	

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: COPE: Cognitively Oriented Pre-Primary Experience

Project Site: West Chester, Pennsylvania

ED104536 88 PS007758

The Cognitively Oriented Urban Prekindergarten. An ESEA Title III Second Year Report.

West Chester State Coll., Pa.

Aug 74 51p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This report provides a program description and evaluation of the second year of operation of the Cognitively Oriented Urban Prekindergarten, a developmental educational program for low income Black and Puerto Rican families. Aimed at preventing educational regression, the project is primarily designed to form an important link between the Early Learning Program of the Pennsylvania Research in Infant Development and Education Project (PRIDE) and the kindergarten level of the formal school system. Outlined in this report is the general framework of the program, including the participant profile, staffing requirements, program development and implementation model, and the daily instructional program. A description of each content area within the two principal curricula (General and Academic) and a brief discussion of the nature of the children's participation in each area are included. Evaluation of the 1973-74 Prekindergarten program year consisted of a subjective assessment of the strengths and weaknesses of the program as perceived by the participating teachers as well as an objective assessment of program effects of the participating children as measured by standardized tests. The Cognitively Oriented Urban Prekindergarten demonstrate its overall strength and effectiveness by forestalling any intellectual, social and emotional regression of those significant gains attained by the children in two previous years with the PRIDE Project and by continuing the high achievement and motivational levels of the children. (CS)

Descriptors: Academic Achievement/ *Cognitive Development/ *Early Childhood Education/ Educational Assessment/ Low Income Groups/ Motivation/ Organization/ Preschool Curriculum/ Preschool Learning/ *Program Descriptions/ *Program Evaluation / *Urban Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors: COGNITIVE DEVELOPMENT — EARLY CHILDHOOD EDUCATION — PROGRAM DESCRIPTIONS — PROGRAM EVALUATION — URBAN EDUCATION — ESEA TITLE III — PENNSYLVANIA

CROSS REFERENCES:

Section: B **Document(s):** 017	**Page(s):** 19	**Section:** **Document(s):**	**Page(s):**

017

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: COPE: Cognitively Oriented Pre-Primary Experience

Project Site: West Chester, Pennsylvania

ED103094 PS007432

The Pennsylvania Research in Infant Development and Education Project.

Dusewicz, Russell A.; O'Connell, Mary Ann

West Chester State Coll., Pa.

Sep 73 161p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.; West Chester Educational Development Center, Pa.

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

The program activities, curriculum, and evaluation of the Pennsylvania Research in Infant Development and Education (PRIDE) Project are described in this report. The project is an educational effort to accelerate the development of children, 12-52 months of age, by providing developmentally enriching experiences in a controlled environment which enhances the growth of sensory, conceptual, and language abilities. Four principal components constitute the PRIDE Project: (1) The Center Early Learning Program, (2) The Home Early Learning Program, (3) The Cognitively Oriented Prekindergarten, and (4) The Parent Involvement Program. The Center Early Learning Program is the primary component of the PRIDE Project and consists of a 2-year sequence, beginning at the first level with a group of children between 12 and 20 months of age, with participating children being brought to the center each weekday for developmental sessions with a teacher and aides. The Home Early Learning Program consists of a 2-year sequence with children 12 to 20 months of age, in which children are visited in their homes by individual tutors. The Cognitively Oriented Prekindergarten forms the third year of the center-based preschool programming and involves children previously enrolled in the Center and Home Early Learning Programs. The final component, the Parent Involvement Program, provides instruction to disadvantaged mothers in children's health care and mental development. Each of these components is discussed and evaluated in this report. (CS)

Descriptors: Cognitive Development/ Concept Formation/ *Disadvantaged Youth/ *Early Childhood Education/ Home Instruction/ Infants/ *Intervention/ Language Development/ Parent Participation/ Perceptual Development/ Preschool Curriculum/ *Preschool Programs/ *Program Descriptions/ Program Evaluation/ Sensory Integration

Identifiers: *PRIDE Project

Descriptors: DISADVANTAGED YOUTH — EARLY CHILDHOOD EDUCATION — INTERVENTION — PRESCHOOL PROGRAMS — PROGRAM DESCRIPTIONS — PENNSYLVANIA

CROSS REFERENCES:

Section: B	**Page(s):**	**Section:**	**Page(s):**
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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: COPE: Cognitively Oriented Pre-Primary Experience

Project Site: West Chester, Pennsylvania

ED091060 88 PS007208

The Cognitively Oriented Urban Prekindergarten: A Title III ESEA First Year Report.

West Chester Educational Development Center, Pa.

Aug 73 37p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.75 HC-$1.95 PLUS POSTAGE

The Cognitively Oriented Preschool was implemented in West Chester, Pennsylvania as a special program to meet the needs of the increasing numbers of disadvantaged children moving into the area. This report describes the program as it was implemented, including specific daily activities as well as the various kinds of curricula used. Also included is a program evaluation for the year. Effects of the program were assessed in the following areas: parent and community acceptance; operational strengths and weaknesses; behavioral changes in participating children; and intellectual, language, and social growth in participating children. Results of the evaluation, particularly the strengths and weaknesses of the program, are discussed in detail. (SBT)

Descriptors: Child Development/ *Disadvantaged Youth/ *Early Childhood Education/ Home Visits/ Intellectual Development/ *Intervention/ Language Development/ Measurement/ Parent Participation/ Preschool Children/ *Preschool Curriculum/ *Program Evaluation/ Social Development

Identifiers: Cognitively Oriented Preschool

Descriptors: DISADVANTAGED YOUTH — EARLY CHILDHOOD EDUCATION — INTERVENTION — PRESCHOOL CURRICULUM — PROGRAM EVALUATION — PROJECT COPE — PENNSYLVANIA

CROSS REFERENCES:

Section: B ***Document(s):*** 017	***Page(s):*** 19	***Section:*** ***Document(s):***	***Page(s):***

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Early Prevention of School Failure

Project Site: Peotone, Illinois

EJ161509 AA525798
Peotone Fights School Failure
Bone, Jan
American Education, 13, 1, 32-5 Jan-Feb 77

Rather than waiting for youngsters' interest to flag in school, 12 Illinois school districts screen children for learning deficiencies before they're in Kindergarten. (Editor)

Descriptors: *Special Education/ *Early Childhood Education/ *Intervention/ *Learning Disabilities/ Academic Failure/ Diagnostic Teaching/ Outreach Programs/ Parent Participation/ Self Esteem/ Inservice Teacher Education

EJ146527 EA507656
Early Intervention for Failure Prevention
Petrossian, Natica D.; Werner, Luceille
Catalyst for Change, 6, 1, 10-13 F 76

Describes the Early Prevention of School Failure program, an ESEA Title III program developed in Peotone, Illinois, that provides special kindergarten classes for children with learning disabilities. (JG)

Descriptors: *Learning Disabilities/ *Special Programs/ *Program Descriptions/ *Early Childhood Education/ Academic Failure/ Remedial Programs/ Kindergarten/ Educational Innovation

Identifiers: *Early Prevention of School Failure Program/ Elementary Secondary Education Act Title III/ ESEA Title III

EJ115834 EA505941
Parent-Teacher Cooperative Efforts To Prevent School Failure
Petrossian, Naticia; Davies, Jane
Catalyst for Change, 4, 3, 22-25 Spr 75

Descriptors: *Compensatory Education Programs/ *Volunteers/ *School Community Programs/ *Teacher Aides/ *Educational Innovation/ Parent School Relationship/ Educational Improvement/ Elementary Education

Identifiers: Early Prevention of School Failure Project/ Peotone/ Illinois

Descriptors: SPECIAL EDUCATION — EARLY CHILDHOOD EDUCATION — INTERVENTION — LEARNING DISABILITIES — SPECIAL PROGRAMS — PROGRAM DESCRIPTIONS — TEACHER AIDES — VOLUNTEERS — EDUCATIONAL INNOVATION — ILLINOIS

CROSS REFERENCES:

Section: A **Document(s):** 029	**Page(s):** 71	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Early Prevention of School Failure

Project Site: Peotone, Illinois

EJ097235 AA518243

Early Recognition of Children with Learning Disabilities

Werner, Luceille; Watson, Gene

Illinois School Research, 10, 1, 41-6 F 73

The major thrust of special education today lies in early identification and treatment aimed at returning the student as soon as possible to the main street of the educational program. This project focuses on kindergarten children. (Editor)

Descriptors: *Identification/ *Learning Disabilities/ *Kindergarten Children/ School Districts/ Academic Failure/ Student Evaluation/ Statistical Analysis/ Preschool Tests

Identifiers: *Early Prevention of School Failure/ Longitudinal Diagnosis

Descriptors: IDENTIFICATION — LEARNING DISABILITIES — KINDERGARTEN CHILDREN — PRESCHOOL TESTS — ILLINOIS

CROSS REFERENCES:

Section: A	**Page(s):**	**Section:**	**Page(s):**
Document(s): 029	71	**Document(s):**	

Section: B

TOPIC: Developers/Demonstrators - 1978 - 79

Project: project Follow Through (East St. Louis Board of Education, Illinois) and Waukegan Follow Through Demonstration Resource Center

Project Site: East St. Louis, Illinois and Waukegan, Illinois

ED077557 PS006478

Project Follow Through.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children.; Stanford Research Inst., Menlo Park, Calif.

73 45p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The four Follow Through projects in Illinois are described and evaluated. These projects involve approximately 1,450 children in K-3 in Mounds, East Saint Louis, Waukegan, and Chicago. The Chicago project is subdivided into three individual projects and is trying three experimental programs. Emphasis is given to the nature of the environmental setting, a description of the project, the project objectives, and project participants. Exemolary and innovative aspects of the programs are described, as are evaluation, dissemination, inservice training. Emphasized for their significance in the success of the effort are the formal instructional program, the diversified use of many personnel in the classroom and community, and parental and community involvement. (KM)

Descriptors: Community Involvement/ *Compensatory Education Programs/ Disadvantaged Youth/ Federal Programs/ *Kindergarten / Parent Participation/ *Primary Grades/ *Program Descriptions / Program Evaluation

Identifiers: Illinois/ *Project Follow Through

Descriptors: COMPENSATORY EDUCATION PROGRAMS — KINDERGARTEN — PRIMARY GRADES — PROGRAM DESCRIPTIONS — PROJECT FOLLOW THROUGH — ILLINOIS

CROSS REFERENCES:

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TOPIC: Developers/Demonstrators - 1978 - 79

Project: EDUCATIONAL PROGRAMS THAT WORK (New Jersey)

Project Site: New Jersey State Department of Education, Trenton, New Jersey

ED116395 88 EC080776

Educational Programs That Work, Volume 2: A Catalogue of Demonstration Sites of Successful Educational Programs from Across the U.S., Disseminated through A National Communications Network Sponsored by the U.S. Office of Education.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Sep 75 153p.; For volume 1, see EC 080 775

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Included in the catalogue are summaries of approximately 60 regular and special education programs developed in states other than New Jersey and found to be cost effective, successful, and replicable. Described are such factors as target audience, materials, financial requirements,, program evaluation, adoption criteria and services, and contact procedures. Programs focus on the following areas (with specific examples in parentheses): basic skills (Conceptually Oriented Mathematics Program), career/vocational education (Vocational Reading Power), Early Childhood/Preschool (Home Start Family Centered Preschool Enrichment), educational management (Project SHARE: Sharing High Yield Accountability with Resource Educators), individualized instruction (Engineered Classrooms for Students who are Educable Mentally Handicapped and Behaviorally Maladjusted), special curriculum (Urban Arts Program), and special education (Remediation for Children with Learning Deficits through Precision Teaching). (CL)

Descriptors: Career Education/ Cost Effectiveness/ Curriculum/ *Educational Programs/ Exceptional Child Education / General Education/ *Handicapped Children/ *National Programs / Parent Role/ *Program Descriptions/ Vocational Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors: EDUCATIONAL PROGRAMS — HANDICAPPED CHILDREN — NATIONAL PROGRAMS — PROGRAM DESCRIPTIONS — ESEA TITLE III — NEW JERSEY

CROSS REFERENCES:

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TOPIC: Developers/Demonstrators - 1978 - 79

Project: EDUCATIONAL PROGRAMS THAT WORK (New Jersey)

Project Site: New Jersey State Department of Education, Trenton, New Jersey

ED107671 95 SP009298

Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition.

Soper, Dorothy B.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Sep 74 98p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This catalogue contains descriptions of 17 successful education programs developed in New Jersey public schools and validated by U.S. Office of Education Standards. Most programs are funded to offer dissemination services and/or materials to educators. Programs discussed are the following: (a) Academic Advancement Program: Mathematics: (b) Project ACTIVE: All Children Totally Involved in Exercising; (c) Dale Avenue Project; (d) Educational Services for Schoolage Parents; (e) Glassboro's Right to Read Program; (f) Individualized Language Arts: Diagnosis, Prescription and Evaluation; (g) Institute for Political and Legal Education; (h) Interning for Learning; (i) LEM: Learning Experience Module; (j) Project MOPPET: Media Oriented Program Promoting Exploration in Teaching; (k) Project Open Classroom; (1) Pollution Control Education Center; (m) Prescriptive Teaching Workshop; (n) Senior Elective Program, Rumon-Fairhaven Regional H.S.; (o) See: Specific Education of the Eye; (p) Learning Center: Integrated Alternative to Special Education; and (q) LEARNCYCLE. Each description contains an overview; description of a program's essential elements, goals, evaluation design, and results; costs; dissemination materials; and the name and address of a contact person. (Author/JS)

Descriptors: *Demonstration Programs/ Demonstrations (Educational)/ *Educational Programs/ Elementary Education/ Individualized Instruction/ *Information Dissemination/ *Program Descriptions/ Public Schools/ Secondary Education

Identifiers: *New Jersey

Descriptors: DEMONSTRATION PROGRAMS — EDUCATIONAL PROGRAMS — INFORMATION DISSEMINATION — PROGRAM DESCRIPTIONS — ESEA TITLE III — NEW JERSEY

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TOPIC: Developers/Demonstrators - 1978 - 79

Project: EDUCATIONAL PROGRAMS THAT WORK (New Jersey)

Project Site: New Jersey State Department of Education, Trenton, New Jersey

ED107655 95 SP009282

ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II.

Soper, Dorothy B.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Feb 75 133p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

This report evaluates the New Jersey ESEA Title III dissemination program during its first two years, 1972-74. Purposes of the program are to (a) determine if essential elements of successful education programs can be transferred from originating districts to adopter districts while yielding comparable student gains, and (b) provide educators with a way to meet local education needs by adopting or adapting one or more elements of these successful programs. Section one focuses on policy and procedures for program selection and dissemination. Dissemination is discussed in terms of: (a) producer-consumer agreements, (b) program staffing, (c) timing, (d) publishers, (e) incentive grants for adopter districts, (f) role of project staff as trainers, (g) publicity, (h) transfer of programs among districts, and (i) long-term dissemination. Program impact is summarized. Section two includes summary reports of the following 10 programs selected for dissemination by the Office of Program Development: (a) Dale Avenue Project, (b) Educational Services for Schoolage Parents, (c) Individualized Language Arts: Diagnosis, Prescription, and Evaluation, (d) Interning for Learning, (e) Learning Center: Integrated Alternative to Special Education (f) Project LEM: Learning Experience Module, (g) MOPPET: Media Oriented Program Promoting Exploration in Teaching, (h) Project: Open Classroom, (i) Pollution Control Education Center, (j) Prescriptive Teaching Workshop, and (k) Project SEE: Specific Education of the Eye. (JS)

Descriptors: Academic Achievement/ Educational Administration/ Educational Programs/ *Information Dissemination/ Program Effectiveness/ *Program Evaluation/ *Projects/ *School Districts/ *State Departments of Education/ State Programs

Identifiers: *New Jersey

Descriptors: INFORMATION DESSIMINATION — PROGRAM EVALUATION — PROJECTS — STATE PROGRAMS — ESEA TITLE III — NEW JERSEY

CROSS REFERENCES:

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TOPIC: Developers/Demonstrators - 1978 - 79

Project: EDUCATIONAL PROGRAMS THAT WORK (New Jersey)

Project Site: New Jersey State Department of Education, Trenton, New Jersey

ED094290 88 CG009063

Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed Through the Elementary and Secondary Education Act Title III in New Jersey. 1973-74 Edition.

New Jersey State Dept. of Education, Trenton. Office of Program Development.

Sep 73 97p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The programs presented in this catalogue have been evaluated as substantially meeting the objective of finding solutions to educational problems. Each program was developed and disseminated by funding from Title III monies and offers a demonstration site for New Jersey educators and laymen. Staffs involved in 11 different programs offer dissemination materials and services, including training and consultation for elementary and secondary personnel. Among the innovative programs are: Early Childhood Education Project; Educational Services for School Age Parents; Individualized Language Arts; LEM-Learning Experience Module; Open Classroom; Pollution Control Education Center; and Prescriptive Teaching Workshop. An overview of each project is presented along with the goals, evaluation, designs, and final results. (Author/PC)

Descriptors: *Catalogs/ *Educational Innovation/ *Educational Programs/ Elementary Schools/ *Problem Solving/ *Program Descriptions/ Secondary Schools/ *Special Programs

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ New Jersey

Descriptors: CATALOGS — EDUCATIONAL INNOVATIONS — EDUCATIONAL PROGRAMS — PROBLEM SOLVING — PROGRAM DESCRIPTIONS — SPECIAL PROGRAMS — ESEA TITLE III — NEW JERSEY

CROSS REFERENCES:

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TOPIC: Developer/ Demonstrator - 1978 - 79

Project: ECOS Training Institute (ETI)

Project Site: Yorktown Heights, New York

EJ114969 SO503672
Environmental Education and the Social Studies
Schwartz, Rudolph
Social Science Record, 12, 2, 22-25 W 75

Thirteen activities developed through Project ECOS for elementary through high school environmental education courses are presented. (DE)

Descriptors: *Environmental Education/ *Social Studies/ *Community Involvement/ *Learning Activities/ Curriculum Development/ Course Content/ Teaching Techniques/ Elementary Secondary Education

Descriptors: ENVIRONMENTAL EDUCATION — SOCIAL STUDIES — COMMUNITY INVOLVEMENT — LEARNING ACTIVITIES — ELEMENTARY AND SECONDARY EDUCATION

CROSS REFERENCES:

Section: A **Document(s):** 031	**Page(s):** 72	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: EVERY CHILD A WINNER With Movement Education

Project Site: Ocilla, Georgia

EJ106622 SP503025
Every Child a Winner
Blackmarr, Syd
Journal of Health, Physical Education, Recreation, 45, 8, 14-6 Oct 74

This article describes an elementary physical education program which applies the discovery learning technique in the teaching of movement concepts and enables each child to develop movement patterns and skills at his own pace. (PD)

Descriptors: *Physical Education/ *Elementary School Students/ Games/ Dance/ Exercise (Physiology)

Identifiers: *Health and Optimum Physical Education Project

EJ095644 AA518184
HOPE: "Every Child a Winner"
Blackmarr, Syd
American Education, 10, 4, 18-24 May 74

Discusses the success of project HOPE (Health and Optimum Physical Education) in Irwin County, Georgia. (GB)

Descriptors: *Physical Education/ *Summer Programs/ *Physical Recreation Programs/ Physical Education Facilities/ Physical Development/ Athletic Programs/ Child Development

Descriptors: PHYSICAL EDUCATION — ELEMENTARY SCHOOL STUDENTS — PHYSICAL RECREATION PROGRAMS — SUMMER PROGRAMS

CROSS REFERENCES:

Section: A **Document(s):** 032	**Page(s):** 73–75	**Section:** **Document(s):**	**Page(s):**

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Exemplary Center for Reading Instruction (ECRI)

Project Site: Salt Lake City, Utah

EJ162069 CS710412
Using ECRI Techniques to Improve Reading Skills in Social Studies
Arnold, Marie J.; Ingraham, Murray J.
Reading Horizons, 17, 2, 136-40 Win 77

Describes a study designed to compare a program for teaching reading skills in the content area (instituted at the Exemplary Center for Reading Instruction) with the regular type of content presentation and carried out with two heterogenous eighth grade social studies classes. (JM)

Descriptors: *Reading Research/ *Content Reading/ *Reading Instruction/ *Social Studies/ *Teaching Techniques/ Grade 8/ Reading Programs/ Elementary Secondary Education

ED128758 CS002747
School Reading Programs: Criteria for Excellence.
Reid, Ethna
Nov 75 14p.; Paper presented at the Annual Meeting of the Language Communications Conference (28th, Pittsburgh, November 1975); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Studies by the Exemplary Center for Reading Instruction and others reveal that teacher characteristics account for beginning readers' performance more than do program characteristics. To be most successful in acquiring reading skills, pupils need teachers who provide enough time for practice in skills, who can prompt (model, demonstrate) the correct response but gradually phase out prompting, who can elicit responses from pupils, who can diagnose and prescribe instantly when incorrect responses occur, who believe in the students' ability to learn, and who employ consistent behavior-management techniques. In order to achieve excellence, teachers should be aware of these characteristics and be able to apply them. In addition, the identification of reading and language arts skills, the utilization of inservice education, and the development of positive esteem for the teacher role are essential. (KS)

Descriptors: *Beginning Reading/ Educational Research/ *Effective Teaching/ Grade 1/ Primary Education/ Program Content/ *Reading Instruction/ *Reading Programs/ *Teacher Characteristics

Identifiers: ECRI/ *Exemplary Center for Reading Instruction

Descriptors: READING RESEARCH — CONTENT READING — READING INSTRUCTION — SOCIAL STUDIES — TEACHING TECHNIQUES — EFFECTIVE TEACHING — READING PROGRAMS — TEACHER CHARACTERISTICS

CROSS REFERENCES:

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Exemplary Center for Reading Instruction (ECRI)

Project Site: Salt Lake City, Utah

ED042070 AA000608
Evaluation of Teacher Training in a Title III Center.
Reid, Ethna R.
Granite School District, Salt Lake City, Utah.
2 Nov 68 42p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This study is a report on a series of exemplary and instructional reading programs conducted by the Exemplary Center for Reading Instruction and designed to improve reading instruction in kindergarten through grade 12. The following topics are included: (1) evaluation of beginning reading programs, including materials selection, materials analysis, and teaching-behavior analysis in the use of the materials, (2) evaluation of teaching behavior as it relates to classroom management, (3) evaluation of the Reading Center's dissemination services, and (4) basic research as a means of evaluating principles underlying instructional strategy in in-service programs. Numerous tables and three appendices give additional information. (CK)

Descriptors: *Educational Programs/ *Instructional Materials / *Program Evaluation/ *Reading Instruction/ *Teacher Behavior

ED042069 AA000607
Granite School District First Grade Reading Study.
Castner, Myra H.; And Others
Granite School District, Salt Lake City, Utah.
128p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

A comparative study of first-grade reading instructional methods was undertaken with the support of the Granite School District Exemplary Center for Reading Instruction. This study was conducted in 19 schools of the district and involved approximately 1,295 students. Nine hypotheses concerning the various approaches used in reading instruction were tested. The report of this study is divided into five chapters: (1) Introduction, (2) The Experimental Program, (3) Methods and Procedures, (4) Statistical Results, and (5) Summary and Conclusions. Seven appendices give additional information. (CK)

Descriptors: *Comparative Analysis/ *Grade 1/ *Hypothesis Testing/ *Reading Instruction/ *Teaching Methods

Descriptors: EDUCATIONAL PROGRAMS — INSTRUCTIONAL MATERIALS — PROGRAM EVALUATION — READING INSTRUCTION — TEACHER BEHAVIOR — COMPARATIVE ANALYSIS — GRADE 1 — HYPOTHESIS TEACHING — TEACHING METHODS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Exemplary Center for Reading Instruction (ECRI)

Project Site: Salt Lake City, Utah

ED033998# UD009234

Invitational Conference on Testing Problems. Proceedings (New York City, November 2, 1968).

Educational Testing Service, Princeton, N.J.

2 Nov 68 141p.

Educational Testing Service, Princeton, N.J. (Cost not listed).

Document Not Available from EDRS.

Papers presented at this conference discussed the educational evaluation and the problems of the socially disadvantaged. Topics were: "The Comparative Field Experiment: An Illustration from High School Biology," by Richard C. Anderson; "Evaluation of Teacher Training in a Title III Center," by Ethna R. Reid; "Evaluating a National Program: The Training of Teachers of Teachers," by Bertram B. Masia and P. David Mitchell; "Cost-benefit Analysis and the Evaluation of Educational Systems," by J. Alan Thomas: "A Customer Counsels the Testers," by Sidney P. Marland, Jr.; "Nonschool Variables in the Education of Disadvantaged Children," by Edmund W. Gordon; and "Issues and Strategies in Employment of the Disadvantaged," by Alfred P. Maslow. See ED 028 471 for the 1967 proceedings of this conference. (KG)

Descriptors: Academic Achievement/ Beginning Reading/ Biology/ Cost Effectiveness/ *Disadvantaged Youth/ *Educational Testing/ Employee Attitudes/ Employment Opportunities/ *Evaluation Criteria/ *Evaluation Methods/ Federal Programs/ Motivation Techniques/ *Program Evaluation/ School Systems/ Student Attitudes/ Teacher Attitudes/ Teacher Education/ Teacher Educators/ Test Interpretation/ Test Validity

Identifiers: ECRI/ Elementary and Secondary Education Act Title III/ ESEA Title III/ Exemplary Center for Reading Instruction

Descriptors: DISADVANTAGED YOUTH — EDUCATIONAL TESTING — EVALUATION CRITERIA — EVALUATION METHODS — PROGRAM EVALUATION

CROSS REFERENCES:

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Experience-Based Career Education (EBCE) - (Appalachia Educational Laboratory)

Project Site: Charleston, West Virginia

ED147547 08 CE013841

Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.

Edwards, Judith B.; Van Dusseldorp, Ralph A.

Iowa Central Community College, Fort Dodge.

77 57p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502AHC0021

Grant No.: G07-76-00090-502

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Fifty-eight Iowa high school seniors participated in an experience based career education (EBCE) project conducted at Storm Lake, Sac City, and Pocahontas during 1976-77. The program followed the EBCE model developed by the Appalachia Educational Laboratory. Technical assistance and training for the project was furnished by that laboratory. A third-party evaluation was conducted and based on the examination of project records, including student research, interviews with project staff, student and resource persons, questionnaires completed by students, parents, and resource persons, and test data collected on students at the beginning and end of the semester. Posttest scores showed statistically significant (.05 level) gains made by the EBCE students in Mathematics concepts, mathematics application, and reading comprehension. However, the comparison group of students gained more on four scales of the career maturity inventory (occupational information, goal selection, planning, and problem solving), and the difference in gains on goal selection was statistically significant at the .05 level. Other findings reported that the EBCE students made statistically significant gains in attitude toward learning and careers and gained more in each attitude area than did the comparison students. This report contains detailed results of the evaluation, the measurement instruments, and statistical tables. (BM)

Descriptors: *Basic Skills/ Career Awareness/ *Career Education/ Career Exploration/ Career Planning/ Demonstration Programs/ Grade 12/ Measurement Instruments/ *Program Attitudes Program Development/ Program Effectiveness/ Program Evaluation/ Program Validation/ School Community Cooperation/ Senior High Schools/ Skill Development/ *Student Improvement/ Tables (Data)/ *Vocational Maturity/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Iowa

Descriptors: CAREER EDUCATION — PROGRAM ATTITUDES — STUDENT IMPROVEMENT — VOCATIONAL MATURITY — WORK EXPERIENCE PROGRAMS

CROSS REFERENCES:

Section: A ***Document(s):*** 034	***Page(s):*** 78	***Section:*** B ***Document(s):*** 034	***Page(s):*** 35–40

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Experience-Based Career Education (EBCE) - (Appalachia Educational Laboratory)

Project Site: Charleston, West Virginia

ED138817 CE011190

FY'75. Internal Evaluation Report. Experience-Based Career Education.

Shively, Joe E.

Appalachia Educational Lab., Charleston, W. Va.

31 Aug 75 187p.; For a related document see CE 011 210

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Contract No.: NE-C-00-4-0008

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

The Appalachia Educational Laboratory's (AEL) Experience-Based Career Education (EBCE) Program was a 3-year project designed to develop a community-based alternative career education program for high school seniors. Internal summative evaluation activities consisted of collecting and analyzing preliminary data, establishing necessary evaluation controls, finalizing a data analysis plan, developing or securing and administering instruments, and analyzing the data and reporting the findings. External summative evaluation activities were conducted by AEL and Educational Testing Service personnel to collect summative data on students, parents, employers, and former students. Questionnaires and standardized tests were administered to all students (juniors and seniors in three experimental groups and two control groups in 11 county high schools) to establish the effect of the AEL/EBCE Program on academic, attitudinal, and maturational variables, using the Student Information Questionnaire, the Comprehensive Tests of Basic Skills, the Career Maturity Inventory, and the Assessment of Student Attitudes. As a result of the formative and summative evaluation activities during fiscal year 1975 conclusions can be reached: (1) The program did successfully serve as an alternative career education program, (2) the program was demonstrated to be an integrated, transportable product since it was successfully implemented in a local high school, and (3) the program was demonstrated to be an enjoyable experience since it was positively received by students, employers, parents, and former students. Appendixes contain instruments used in the evaluation study. (TA)

Descriptors: *Career Education/ *Cooperative Education/ Data Analysis/ *Educational Alternatives/ Employer Attitudes/ *Formative Evaluation/ High School Students/ Measurement Instruments/ Parent Attitudes/ Program Effectiveness/ Program Evaluation/ Questionnaires/ School Community Relationship/ Secondary Education/ Seniors/ *Student Attitudes/ Student Evaluation/ *Summative Evaluation/ Work Experience Programs

Identifiers: Appalachia Educational Laboratory/ *Experience Based Career Education/ West Virginia

Descriptors: COOPERATIVE EDUCATION — EDUCATIONAL ALTERNATIVES — FORMATIVE EVALUATION — STUDENT ATTITUDES — SUMMATIVE EVALUATION

CROSS REFERENCES:

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Document(s): 034	78	**Document(s):** 034	35–40

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Experience-Based Career Education (EBCE) - (Appalachia Educational Laboratory)

Project Site: Charleston, West Virginia

ED121842 TM005274

Alternative Education: Evaluation and Implementation of EBCE.

Shively, Joe E.; Sanders, Jack

Apr 76 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Increasing student disenchantment with traditional schooling prompted the development of an alternative educational program: Experience-Based Career Education (EBCE). During three years of development, evaluation provided student, parent, and employer data on program impact and effectiveness. Stakeholders' involvement in program development and diffusion has resulted in salient characteristics which have impacted the Appalachia Educational Laboratory (AEL)/ECBE strategies for marketing the program. Statistical data and testimonials lend credence for continuation and implementation of EBCE as an alternative educational program. Contacts and visits by potential adopters have resulted in new AEL/EBCE sites in FY '76, adoptions directly related to continuing stakeholder involvement. (Author/RC)

Descriptors: Career Education/ *Cooperative Education/ *Educational Alternatives/ *High School Students/ Integrated Curriculum/ Parent Attitudes/ Participant Satisfaction/ Program Development/ Program Effectiveness/ *Program Evaluation/ School Community Relationship/ Secondary Education / Student Evaluation/ *Work Experience Programs

Identifiers: *Experience Based Career Education

Descriptors: COOPERATIVE EDUCATION — EDUCATIONAL ALTERNATIVES — HIGH SCHOOL STUDENTS — PROGRAM EVALUATION — WORK EXPERIENCE PROGRAMS

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Document(s): 034		**Document(s):** 034	

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Section: B **TOPIC:** Developer/Demonstrator - 1978 - 79

Project: Experience-Based Career Education (EBCE) - (Far West Laboratory)

Project Site: San Francisco, California

ED117298 95 CE004410

Experience-Based Career Education: Final Evaluation Report, FY 1974. Volume 1.

Spotts, Robert; And Others

Far West Lab. for Educational Research and Development, San Francisco, Calif.

74 221p.: For related documents, see CE 004 408-411

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Contract No.: NIE-C-74-0009

EDRS Price MF-$0.83 HC-$11.37 Plus Postage

The final evaluation report summarizes the FY 1974 operation of the Experience-Based Career Education Program at Far West School (FWS). The report's introduction provides a brief overview of the secondary level program and the evaluation design. Chapter 2 focuses on the procedures for the recruitment and selection of program students, discusses comparison and control student groups, and compares the demographic characteristics of these groups. Chapter 3 deals with program outcome data, discussing students, parents, and resource perceptions, attitudes and opinions about FWS and assessing student achievements. Chapter 4, outcome backup research, considers anthropological observations, an analysis of program components, test-taking attitudes, and staff-program issues. Chapter 5, model development and implementation, examines the formative evaluation of student-related procedures, and the assessment of the FWS instructional system. Chapter 6 provides a summary and conclusions, presenting generally favorable student and parent reactions to the program, and reporting success in achieving most FWS program goals in self-development, career development, and basic skill and interpersonal skill development. The program was also viewed as successful in keeping students in school and achieving community support. (JR)

Descriptors: Academic Achievement/ *Career Education/ Demography/ Demonstration Programs/ Educational Programs/ Pilot Projects/ Program Attitudes/ *Program Evaluation/ Recruitment/ Secondary Education/ Selection/ Student Characteristics/ Student Opinion/ *Summative Evaluation/ Tables (Data)/ Testing/ *Work Experience Programs

Identifiers: California (Oakland)/ EBCE/ *Experience Based Career Education/ Far West School

Descriptors: CAREER EDUCATION — PROGRAM EVALUATION — SUMMATIVE EVALUATION — WORK EXPERIENCE PROGRAMS

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Document(s): 036	79–91	**Document(s):** 036	35–40

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Experience-Based Career Education (EBCE) - (Far West Laboratory)

Project Site: San Francisco, California

ED117297 95 CE004409

Employer-Based Career Education; Evaluation Report, FY 1973.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

28 Sep 73 148p.; For related documents, see CE 004 408-411

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Contract No.: NIE-C-74-0009

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

The report for FY 1973 describes the planning and implementation of the secondary level Employer Based Career Education Program at Far West School (FWS). The report's introduction briefly describes the program's nature and objectives. Section 2, student recruitment and enrollment, describes the student population and the recruitment and selection procedures. Section 3, learning resources, discusses the procedures for recruiting, analyzing, and developing community resources, resource persons, and large employer organizations. Section 4, student program planning and monitoring, discusses the procedures developed for planning, implementing, and monitoring individual student programs. Section 5, learning outcomes, describes student progress as assessed through interviews, questionnaires, rating scales, standardized tests and inventories, and student records. Section 6, project management, discusses the project's decision-making process, external liaison, financial planning, and cost control. Section 7, summary and conclusions, outlines recommendations for FY 1974 based on the FY 1973 evaluation findings. Eight appendixes include excerpts from the 1972 Operational Plan, a sample resource person guide, and various forms and instruments used in evaluating the students and the program. (Author/JR)

Descriptors: Academic Achievement/ *Career Education/ Community Resources/ Demonstration Programs/ Educational Programs/ Educational Resources/ Individualized Programs/ Pilot Projects/ *Program Administration/ Program Budgeting/ *Program Evaluation/ *Program Planning/ School Community Relationship/ Secondary Education/ Student Records/ *Work Experience Programs

Identifiers: California (Oakland)/ EBCE/ *Experience Based Career Education/ Far West School

Descriptors: CAREER EDUCATION — PROGRAM ADMINISTRATION — PROGRAM EVALUATION — PROGRAM PLANNING — WORK EXPERIENCE PROGRAMS

CROSS REFERENCES:

Section: A	***Page(s):***	***Section:*** B	***Page(s):***
Document(s): 036	79–91	***Document(s):*** 036	35–40

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Experience-Based Career Education (EBCE) - (Far West Laboratory)

Project Site: San Francisco, California

ED147528 08 CE013639

Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.

15 Nov 77 400p.; Several pages of appendixes A and L may not reproduce well due to faint type

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502-AH6-0016

Grant No.: G04-76-03001

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

The Pioneer Cooperative Educational Service Agency (CESA) first-year (1976-77) activities were reviewed. The project was intended to implement the Far West Laboratory (FWL) version of experience based career education (EBCE) in three Hall County, Georgia, high schools, and to prepare for second-year (school year) implementation of the program in the Gainesville City and Union County high schools. Results and accomplishments were noted in the four major tasks (project implementation, inservice training, product development and dissemination, and evaluation) identified as essential to achieving program goals. One of the most significant outcomes of the project's first year operations was the establishment of a total program management system that allowed the Pioneer CESA EBCE management team to supervise, coordinate, and recommend program adjustments without usurping the authority of the local school administrators. Also student growth was documented in the areas of career development, basic skill development, life skills, and general attitudes toward learning, school, self, and adults. Positive responses were also received from parents and the community. (Appended project materials comprise the major part of this document and include the 225-page third-party evaluation report.) (TA)

Descriptors: Administrative Agencies/ Basic Skills/ Career Education/ Consortia/ Cooperative Planning/ Educational Objectives/ High School Students/ Information Dissemination/ Inservice Education/ Inservice Teacher Education/ Interinstitutional Cooperation/ Parent Attitudes/ Program Administration/ Program Attitudes/ Program Descriptions/ Program Development/ Program Evaluation/ Program Validation/ School Community Cooperation/ *School Systems/ Senior High Schools/ *Shared Services/ Skill Development/ *Staff Improvement/ Student Attitudes/ *Student Improvement/ Teacher Attitudes/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Georgia

Descriptors: SCHOOL SYSTEMS — SHARED SERVICES — STAFF IMPROVEMENT — STUDENT IMPROVEMENT — VOCATIONAL DEVELOPMENT — WORK EXPERIENCE PROGRAMS

CROSS REFERENCES:

Section: A	***Page(s):***	***Section:*** B	***Page(s):***
Document(s): 036	79–91	***Document(s):*** 036	35–40

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Experience-Based Career Education (EBCE) - (Far West Laboratory)

Project Site: San Francisco, California

ED147512 08 CE013559

Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.

Aug 77 79p.; For related documents see CE 011 209, CE 011 212

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Contract No.: 0589-AA-NS-0-7-GA

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

An evaluation of the Experience Based Career Education (EBCE) Program of the District of Columbia Public Schools (DCEBCE) for summer, 1977, was conducted to provide preliminary information for the three-year program effort to use in program planning and decision making for the 1977-78 school year. DCEBCE was evaluated using the Context, Input, Process, and Product Model since it afforded a useful classification system of the strategies that can be employed to evaluate programs aimed at educational change. DCEBCE was based on the Far West Laboratory (FWL) version of EBCE, which serves as a comprehensive, individualized and alternate plan of learning for high school youth, and provides community work experiences for students. Focus of the evaluation was on identifying characteristics of the initial group of forty-seven beginning and ending tenth grade student participants in the summer program and determining program impact on them. Students were pretested in the areas of self-awareness, career maturity, and basic academic competency. Evaluation results showed that the summer program had been successful, with students and resource persons expressing mutual appreciation. Recommendations based on results of the evaluation included further developing the DCEBCE program into a model program, especially in the area of career development; hiring a skills specialist to train students in areas of deficiency; and hiring a counselor to meet students needs in career guidance and counseling. (TA)

Descriptors: Admission Criteria/ *Career Education/ Career Exploration/ Daily Living Skills/ *Educational Alternatives/ Models/ Pilot Projects/ Program Descriptions/ Program Development/ Program Effectiveness/ Program Evaluation/ Program Planning/ Program Validation/ *School Community Cooperation/ Senior High Schools/ Skill Development/ *Student Attitudes/ Student Characteristics/ Student Evaluation/ *Student Improvement/ Summer Programs/ Vocational Development/ *Work Experience Programs

Identifiers: District of Columbia/ *Experience Based Career Education/ Far West Laboratory for Educational R and D CA

Descriptors: CAREER EDUCATION — EDUCATIONAL ALTERNATIVES — SCHOOL COMMUNITY COOPERATION — STUDENT ATTITUDES — STUDENT IMPROVEMENT — WORK EXPERIENCE PROGRAMS

CROSS REFERENCES:

Section: A	***Page(s):***	***Section:*** B	***Page(s):***
Document(s): 036	79–91	***Document(s):*** 036	35–40

Section: B

TOPIC: Developer/Demonstrator + Validated Practices

Project: Experience-Based Career Education (Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Educational Laboratory and Research for Better Schools)

Project Site:

ED140031 08 CE011314

A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ.

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

76 55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This publication is intended to provide educators and interested community agencies with basic information to help determine which of the four Experience-Based Career Education (EBCE) programs would be most appropriate for their school and community. Four regional educational laboratories selected by the National Institute of Education to develop the EBCE concept into an operational alternative for high school students are compared. The four models are the Appalachia Educational Laboratory (West Virginia), Far West Laboratory (California), Northwest Regional Educational Laboratory (Oregon), and Research for Better Schools (Pennsylvania). (Although the four laboratories applied different strategies in the development of their own versions of EBCE, each of the four programs achieves three common goals: (1) Each program is student-centered and provides personalized learning experiences to all students, (2) the focus of student learning activities is in the community at cooperating experience sites, and (3) each program has developed procedures and materials for integrating academic learning with career experiences.) The models are described in terms of 23 program elements that have been identified to provide a context for comparison. These program elements have been grouped into the major categories of curriculum, employer/community utilization, guidance, and management. Sources for additional information on the four programs are appended. (TA)

Descriptors: Adoption (Ideas)/ *Career Education/ Career Exploration/ Community Involvement/ Curriculum Development/ *Educational Alternatives/ Educational Programs/ Educational Strategies/ Fused Curriculum/ Models/ Occupational Guidance/ *Program Administration/ Program Content/ *Program Descriptions/ Program Planning/ *School Community Cooperation/ Secondary Education/ Student Centered Curriculum/ *Student Experience/ Work Experience Programs

Identifiers: Appalachia Educational Laboratory/ *Experience Based Career Education/ Far West Laboratory for Educational R and D/ Northwest Regional Educational Laboratory/ Research for Better Schools Incorporated

Descriptors: CAREER EDUCATION — EDUCATIONAL ALTERNATIVES — PROGRAM ADMINISTRATION — PROGRAM DESCRIPTIONS — SCHOOL COMMUNITY COOPERATION — STUDENT EXPERIENCE

CROSS REFERENCES:

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Document(s):	034	78	034	28–30
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Section: B

TOPIC: Developers/Demonstrators + Validated Practices

Project: Experience-Based Career Education (Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Educational Laboratory and Research for Better Schools)

Project Site:

ED118833 95 CE006375

Experience-Based Career Education: A Description of Four Pilot Programs Financed through the National Institute of Education. Final Report.

Goldhammer, Keith; And Others

15 Jan 75 136p.; Not available in hard copy due to marginal reproducibility; For reports of each pilot program see CE 004 356, 004 405-412, and 004 447

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0085

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The report describes Experience-Based Career Education (EBCE) through examination of the concept as practiced at pilot programs in four initial communities. The first chapter discusses the creation of EBCE, identifies four crises to which schools must respond, defines EBCE, and describes program goals and characteristics. The next four chapters are brief descriptions of the programs including goals, components, and general outcome. In the Appalachia Educational Laboratory program in Charleston, West Virginia, high school students obtain academic credit through direct experiences in the community. The Far West School in Oakland, California, provides direct experiences to prepare tenth through twelfth grade students for entry in the adult world and high school graduation. Community classrooms, individualized learning, and performance-based curriculum characterize the suburban-rural Community Experiences for Career Education program in Tigard, Oregon. The Academy for Career Education, a part of the Philadelphia Public Schools, includes career guidance, basic skills, and career development in its program for high school students. Evaluations of the four programs indicate generally successful outcomes. The final chapter discusses the potential of EBCE in terms of what has been accomplished and the conditions necessary for replication of the programs. A bibliography concludes each chapter except the last. (Author/MS)

Descriptors: Career Awareness/ *Career Education/ *Career Exploration/ Career Planning/ Community Resources/ Educational Alternatives/ Educational Innovation/ Occupational Guidance/ Pilot Projects/ *Program Descriptions/ Program Evaluation/ *School Community Programs/ Secondary Education/ Self Concept/ *Work Experience Programs

Identifiers: Academy for Career Education/ Appalachia Educational Laboratory/ California (Oakland)/ Community Experiences for Career Education/ EBCE/ *Experience Based Career Education/ Far West School/ Oregon (Tigard)/ Pennsylvania (Philadelphia)/ West Virginia (Charleston)

Descriptors: CAREER EDUCATION — CAREER EXPLORATION — PROGRAM DESCRIPTIONS — SCHOOL COMMUNITY PROGRAMS — WORK EXPERIENCE PROGRAMS

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TOPIC: Developers/Demonstrators + Validated Practices

Project: Experience-Based Career Education (Appalachia Educational Laboratory, Far West Laboratory,

Project Site: Northwest Regional Educational Laboratory and Research for Better Schools)

ED110744 05 CE004549
The Community is the Teacher: Experienced-Based Career Education.
National Inst. of Education (DHEW), Washington, D.C.
75 25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Experience-Based Career Education (EBCE) has been developed as an experimental program to help high school students bridge the gap between study and experience, between the classroom and the community. The key to the EBCE concept is the adult working in any local community environment who is willing to share occupational knowledge of the real world with an interested student. EBCE is a voluntary, tuition-free alternative program of full-time learning resulting in an accredited high school diploma. It differs from traditional work/education programs by emphasizing broad career and intellectual goals rather than vocational skills, by using experiential education to convey academic learning, and allowing students a greater role in educational planning. Four educational laboratories were selected in 1972 to develop and test pilot versions of EBCE in a variety of economic and social settings: Far West School, Oakland, California; Academy for Career Education, Philadelphia, Pennsylvania; Appalachia Educational Laboratory, Charleston, West Virginia; Northwest Regional Educational Laboratory, Portland, Oregon. One of EBCE's future challenges is to help school systems to make the changes needed to accommodate this complex innovation. The forthcoming EBCE dissemination/service plan includes regional demonstration centers, State networks, and interagency cooperation at the national level. (EA)

Descriptors: Academic Education/ *Alternative Schools/ *Career Education/ Career Exploration/ Community Involvement/ Educational Innovation/ *Experimental Programs/ *High Schools/ Information Dissemination/ Occupational Information/ Program Descriptions/ School Industry Relationship/ Secondary Education/ Student Participation/ *Vocational Development/ Work Experience Programs

Identifiers: EBCE/ *Experience Based Career Education

Descriptors: ALTERNATIVE SCHOOLS — CAREER EDUCATION — EXPERIMENTAL PROGRAMS — HIGH SCHOOLS — VOCATIONAL DEVELOPMENT

CROSS REFERENCES:

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TOPIC: Developers/Demonstrators + Validated Practices

Project: Experience-Based Career Education (Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Educational Laboratory and Research for Better Schools)

Project Site:

ED106525 CE003694
EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center.
National Association of Secondary School Principals, Washington, D.C.
Feb 75 13p.
National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (1 copy--$0.50, 2-10 copies--$.30, 10-more on request; Payment must accompany orders of $10.00 or less)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The curriculum report describes the Experience-Based Career Education project (EBCE) that is attempting to foster productive relationships between school and community and to meet the personal and occupational needs of high school students. The four project centers are: Far West School (Oakland, California), the Academy for Career Education (Philadelphia, Pennsylvania), Appalachia Educational Laboratory (Charleston, West Virginia), and Community Experiences for Career Education (Tigard, Oregon), The programs at the project centers are characterized by: individualized, alternate plans of full-time high school training; reliance on community involvement; work experience for the students; the provision of career information; and the development of entry-level skills. Each program is operated and monitored by Regional Educational Laboratory. Demographic statistics on each site are presented. Although broad guidelines have been developed, each program is free to develop diverse approaches, activities, and local resources. Descriptions of each program cover: the learning resources; curriculum organization (projects); and the specific goals of each. Evaluation focuses on such questions as: the efficacy of orientation sessions; the role of employers; objectives; and student achievement and competencies. (JB)

Descriptors: *Career Education/ Community Cooperation/ Community Involvement/ Cooperative Programs/ *Demonstration Projects/ Educational Programs/ High School Curriculum/ Individualized Curriculum/ Individualized Programs/ Occupational Guidance/ *Program Descriptions/ Reports/ School Community Programs/ *School Community Relationship/ Vocational Counseling/ Vocational Development/ *Work Experience Programs
Identifiers: EBCE/ Experience Based Career Education

Descriptors: CAREER EDUCATION — DEMONSTRATION PROJECTS — PROGRAM DESCRIPTIONS — SCHOOL COMMUNITY RELATIONSHIP — WORK EXPERIENCE PROGRAMS

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TOPIC: Developers/Demonstrators + Validated Practices

Project: Experience-Based Career Education (Appalachia Educational Laboratory, Far West Laboratory,

Project Site: Northwest Regional Educational Laboratory and Research for Better Schools)

ED096512 95 CE002142
Legal Issues in Experience Based Career Education.
Rehmann, Arnold
Aries Corp., Minneapolis, Minn.
1 May 74 145p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.
Contract No.: OEC-0-72-5240
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

The report of first-year problems and potential solutions, based on a study of legal issues which arose in the development of employer based career education (EBCE) programs, is presented as a working draft from which certain policy questions and priority issues may be delineated. Federal statutes and the statutes of Pennsylvania, West Virginia, California and Oregon, where EBCE programs are in operation, were researched, and issues are confined to only those of reasonable importance to current projects. Five chapters examine public versus private school sponsorship; financing; forming a career education program (compulsory education, licensing and accreditation, curriculum requirements, course requirements and choices, students' rights and responsibilities, student protection, employer liability, transportation, teacher certification and responsibilities); labor issues in EBCE programs--the student's status on an employer site; experiences with legal issues of current EBCE programs (including organization patterns, workman's compensation, student reimbursement, child labor laws, curriculum, physical facilities, school lunch, and student records. A summary and conclusions are presented in chapter 6. A summary of compulsory attendance regulations and the Far West Laboratory Agreement with Oakland Schools are appended. (NH)

Descriptors: *Career Education/ *Demonstration Programs/ Educational Policy/ Federal Legislation/ Financial Support/ Labor Legislation/ Labor Problems/ Legal Problems/ *Models/ Physical Facilities/ Program Development/ State Legislation/ *Student Employment/ Student Records/ Student Responsibility/ Work Study Programs

Identifiers: *Employer Based Career Education

Descriptors: CAREER EDUCATION — DEMONSTRATION PROGRAMS — MODELS — STUDENT EMPLOYMENT

CROSS REFERENCES:

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TOPIC: Developers/Demonstrators + Validated Practices

Project: Experience-Based Career Education (Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Educational Laboratory and Research for Better Schools)

Project Site:

ED062539 VT015079

Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972).

American Educational Research Association, Washington, D.C.

4 Apr 72 49p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Three of the papers in this collection present the separate models--school based, employer based, and home-community based. Titles of the five papers are: (1) "Facts and Fantasies of Career Education" by Gorden I. Swanson, (2) "Strategies for Implementing Career Education: A School Based Model" by Aaron J. Miller, (3) "Employer Based Career Education (EBCE)--A Model Developed At The Far West Laboratory For Educational Research and Development" by Bela H. Banathy and Robert M. Peterson, (4) "The Home-Community Based Model (Model Three) Of The U.S. Office Of Education's Career Education R&D Program--A Synopsis" by Cornelius F. Butler, and (5) "A Summary Of A Rationale For Education For Work" by Jerome Moss, Jr., Brandon Smith, and George Copa. Two points covered in the speeches that may be of special interest to program planners are the basic career education elements and the career education curriculum model. (JS)

Descriptors: *Career Education/ Conference Reports/ Curriculum Development/ *Educational Strategies/ *Models/ *Program Development/ *Program Planning/ School Community Relationship/ School Industry Relationship/ Speeches/ Vocational Education

Identifiers: AERA/ American Educational Research Association / *Program Implementation

Descriptors: CAREER EDUCATION — EDUCATIONAL STRATEGIES — MODELS — PROGRAM DEVELOPMENT — PROGRAM PLANNING

CROSS REFERENCES:

Section: A	***Page(s):***	***Section:*** B	***Page(s):***
Document(s): 034	78	***Document(s):*** 034	28–30
036	79–91	036	31–34

Section: E

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED150878 FL009284

A Survey of Florida Migratory Compensatory Regional Directors and ESL Teachers.

Acevedo, Sheila Devine

20 Jul 77 153p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

This paper primarily examines the nature of English as a Second Language (ESL) programs within the Florida Migratory Child Compensatory Program (FMCCP). Two surveys were conducted. The first was a survey of regional directors within the FMCCP in order to gather basic information concerning programs, materials, and student and teacher populations. The second survey was sent directly to the teachers in order to obtain more detailed information about programs, including teachers' qualifications and professional needs, class structure, materials utilized, and possible conflicts with bilingual programs, as well as the problems and needs of the students. Also included within the paper is research concerning migrant education, Mexican American students, and ESL in general. This information is correlated in conjuction with the research project on ESL instruction of migratory students in Florida. Statistical tables are included. Appendices contain sample letters and questionnaires used in the surveys and an ESL bibliography. (Author/AM)

Descriptors: Bilingual Students/ *Compensatory Education/ Compensatory Education Programs/ Educational Assessment/ Elementary Education/ *English (Second Language)/ *Language Programs/ Language Teachers/ *Mexican Americans/ *Migrant Child Education/ Migrant Children/ Questionnaires/ *Spanish Speaking/ Statistical Surveys/ Student Characteristics/ Teacher Attitudes/ Teacher Characteristics/ Teacher Qualifications/ Tutors

Identifiers: *Florida

Descriptors: COMPENSATORY EDUCATION — ENGLISH (SECOND LANGUAGE) — LANGUAGE PROGRAMS — MEXICAN AMERICANS — MIGRANT CHILD EDUCATION — SPANISH SPEAKING — FLORIDA

CROSS REFERENCES:

Section: A **Document(s):** 040	**Page(s):** 95	**Section:** **Document(s):**	**Page(s):**

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Section: B

TOPIC: Developer/DEmonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED148507 32 RC010156

Florida Migratory Child Compensatory Program State Conference (September 1975). Evaluation Report.

Scruggs, James A.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

6 Jun 76 112p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Attended by migrant personnel representing 25 counties participating in the Florida Migratory Child Compensatory Program, the conference aimed to explore teaching techniques which have been successful in meeting the migrant child's needs, to provide opportunities for the exchange of information on effective program designs, and to develop plans to improve communications. The conference was divided into four components: Language Arts, Early Childhood, Learn and Earn, and Supportive Services. A one-part questionnaire which solicited specific information about the session and a questionnaire which reflected the participants' views after the conference experience were used to evaluate the conference's effectiveness. Information was established on two levels of conference implementation: the perceived outcome of each session as given by the participants, and the expected need for follow-up assistance during the coming year. There were 1,805 evaluation forms returned. The overall response to the conference was very positive. Participants expressed a need for more of the same with an increase in the amount of time made available for the next conference. After getting back to the classroom, the feeling remained the same. Most found that they had received an "immeasurable amount of useful knowledge". Appended are the agenda, a speech by the Associate Commissioner for Compensatory Educational Programs, the evaluation forms, and the results of each session and some comments. (NQ)

Descriptors: Ancillary Services/ *Compensatory Education Programs/ *Conferences/ Early Childhood Education/ *Evaluation / Language Arts/ Migrant Child Education/ *Migrant Education/ *Participant Satisfaction/ Questionnaires/ *State Programs/ Tables (Data)

Identifiers: *Florida

Descriptors: COMPENSATORY EDUCATION — EVALUATION — MIGRANT EDUCATION — STATE PROGRAMS — FLORIDA

CROSS REFERENCES:

Section: A **Document(s):** 040	**Page(s):** 95	**Section:** **Document(s):**	**Page(s):**

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED141002 32 RC009938

An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume 1: Executive Summary - A Summary of Findings and Recommendations.

Klumpp, Edward L.; And Others

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

1 Apr 76 63p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Contract No.: OOE-760-065

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

In order to provide the Florida Migratory Child Compensatory Education Program with information required for determining whether and to what extent the educational needs of migrant children were being met by the present educational programs, eight study tasks were implemented. These tasks involved looking at the changes and characteristics of the Florida migrant population, students' needs, subgroup differences, ethnic group differences, funding resources for migrant families, program objectives, the implementation of migrant programs, and changes in needs of migrant children in 1980. The comprehensive findings provided a foundation on which to base a coordinated, multifaceted approach to the addressing of the problems of Florida's migrant students. It was recommended that these findings be utilized as the basis for the formulation of a 5-Year Multi-Intervention Action Plan to meet the needs of children of migratory agricultural workers, and that the State Department of Education assume the major responsibility for providing the leadership for its formulation and implementation. This report presents a description of the methodology used in addressing each task and a summary of the salient findings and recommendations. Special emphasis is given to three of the tasks by providing a general overview of the needs of migrant students as a group, their needs according to subgroup classification (nonmigrant, former migrant, and current migrant), and the ethnic differences and characteristics. (NQ)

Descriptors: Academic Ability/ Affective Behavior/ Agricultural Laborers/ Blacks/ Change Strategies/ Cognitive Development/ *Educational Assessment/ *Educational Needs/ Ethnic Groups/ Futures (of Society)/ Mexican Americans/ *Migrant Children/ *Migrant Education/ Migrant Workers/ *Needs Assessment/ Objectives/ Program Development/ Racial Composition/ Resource Allocations/ Socioeconomic Background/ Spanish Speaking/ *State Programs

Identifiers: *Florida

Descriptors: EDUCATIONAL ASSESSMENT — EDUCATIONAL NEEDS — MIGRANT CHILDREN — MIGRANT EDUCATION — STATE PROGRAMS — FLORIDA

CROSS REFERENCES:

Section: A	**Page(s):**	**Section:**	**Page(s):**
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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED141001 32 RC009937

A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Aug 75 194p.; Best copy available

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Located in 26 counties, the Florida Migratory Child Compensatory Program enrolls preschool children ages three, four, and five. Since many of these children travel with their parents from county to county, a need for a consistent curriculum emphasis developed. Therefore, using the National Migrant Goals, the Florida Migrant Early Childhood Guidelines, and the Florida Kindergarten Accreditation Goals and Standards, educational objectives were developed and adopted for use in the 26 counties. Classroom and supervisory head teachers and others working with preschool age migrant children in Florida helped to write the objectives, suggested activities, and influenced the writing of standard criteria, and in some cases a specific test item, by which to measure each objective. This handbook outlines these objectives, which are listed, following each state standard, in the order of simplest to most difficult, as are the activities suggested for each objective. Information given for each objective includes whether the objective is to be assessed by a given observable criterion or by a criterion test item, what age level the objective is appropriate for, and the number of the State Department of Education accreditation standard that the objective strives to fulfill. Although a description of the test item or observable criterion to use is given, the actual criterion referenced test is not included. (NQ)

Descriptors: Aesthetic Education/ Affective Objectives/ *Behavioral Objectives/ Cognitive Objectives/ *Compensatory Education Programs/ Comprehension Development/ Creative Activities/ Curriculum Guides/ *Developmental Tasks/ Early Childhood Education/ Educational Objectives/ Enrichment Activities/ Eye Hand Coordination/ Group Behavior/ Health Education/ Kindergarten/ Kinesthetic Perception/ Language Development/ *Learning Activities/ *Migrant Child Education/ Motor Development/ Peer Relationship/ Perceptual Development/ Personal Growth/ *Preschool Education/ Reference Materials/ Self Concept/ State Programs/ *Teaching Guides/ Vocabulary Development

Identifiers: *Florida

Descriptors: BEHAVIORAL OBJECTIVES — COMPENSATORY EDUCATION — LEARNING ACTIVITIES — MIGRANT CHILD EDUCATION — PRESCHOOL EDUCATION — TEACHING GUIDES

CROSS REFERENCES:

Section: A **Document(s):** 040	**Page(s):** 95	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED140999 32 RC009935

Florida Migratory Child Compensatory Program. Evaluation, 75-76.

Scruggs, James A.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

76 46p.: For related document, see ED 121 507 ; Photographs may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

During FY 1976, the Florida Migratory Child Compensatory Program (FMCCP) served 43,225 migrant children. Consisting of four major educational components (early childhood, language arts, Learn and Earn, and supportive services), FMCCP was committed to providing preventative education (preschool services), and compensatory education (language arts, Learn and Earn, and supportive services). In FY 1975, emphasis was placed on early childhood and language arts, especially with children in preschool and grades 1, 2, and 3. During 1976 FMCCP found that the percentage of children "ready" to enter first grade after finishing one, two, or three years of preschool was 54%, 56%, an 66% respectively. Also children in first, second, and third grades with previous preschool experience in the FMCCP performed better depending on the years spent in preschool. In language arts, the children evaluated showed a gain of 1.7 months per 20 hours of instruction, surpassing the expected objective of 1.5 months per 20 hours. Learn and Earn was one of the greatest achievements. Once the children were enrolled in the program and placed on the job, they tended to show a high attendance rate (89%). Focusing on the four major components, this report covers the program administration and supervision, organizational structure, need for service, identification, enrollment, grade placement, parental involvement, interrelationship with the regular Title I program, staff development, and career services. (NQ)

Descriptors: *Ancillary Services/ Attendance/ Career Education/ *Compensatory Education Programs/ Early Childhood Education/ Elementary Secondary Education/ Enrollment/ Language Arts/ *Migrant Child Education/ Migrant Health Services/ On the Job Training/ Organization/ Parent Participation/ Preschool Education/ *Program Evaluation/ *State Programs/ Student Placement

Identifiers: *Florida

Descriptors: ANCILLARY SERVICES — COMPENSATORY EDUCATION — MIGRANT CHILD EDUCATION — PROGRAM EVALUATION — STATE PROGRAMS — FLORIDA

CROSS REFERENCES:

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED121507 32 RC009104

Florida Migratory Child Compensatory Program. State Annual Evaluation Report, Fiscal Year 1975.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

75 63p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

During fiscal year 1975, the Florida Migratory Child Compensatory Program (FMCCP) served 19,455 migrant children through its Early Childhood Learning Program, Language Arts Tutorial Program, and Learn and Earn Program. The Early Childhood Learning Program provided 6,361 three, four, and five year olds with physical and dental examinations, nutrition services, and language, social, personal and physical development services. The Language Arts Tutorial Program provided 11,306 students the opportunity to progress at their own rate and to experience success in reading. Designed to help migrant students, ages 14-17, improve their self-concept by achieving success in a short-term occupational course, the Learn and Earn Program provided training experiences for 1,788 students. These programs were evaluated separately within the districts. Student gains were measured using various tests and by the analysis of successful program completion. Findings indicated that every program showed some degree of success. Direct and indirect supportive services were also provided. This report discusses FMCCP's progress during 1975. Also discussed are FMCCP's exemplary projects, interrelationship with the regular Title I program, coordination with other programs, inservice training, non-public school participation, community involvement, staff utilization, dissemination, teacher-pupil ratio, and program integration. (NQ)

Descriptors: Academic Achievement/ *Ancillary Services/ Career Education/ Community Involvement/ *Compensatory Education Programs/ Early Childhood Education/ Elementary Secondary Education/ Language Arts/ *Migrant Child Education/ Mobile Educational Services/ Parent Participation/ Program Evaluation/ Self Concept/ *State Programs/ Tutorial Programs

Identifiers: *Florida Migratory Child Compensatory Program

Descriptors: ANCILLARY SERVICES — COMPENSATORY EDUCATION PROGRAMS — MIGRANT CHILD EDUCATION — STATE PROGRAMS — FLORIDA

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED092285 32 RC007935

Early Childhood Objectives for Five-Year-Old Migrant Children. Florida Migratory Child Compensatory Program.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Aug 73 185p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

The (1972-73) Florida Migratory Child Compensatory Program covers preschool migrant children (ages 3, 4, and 5). The educational objectives were developed and adopted for use by each of the 21 participating counties. The National Migrant Goals, the Florida Migrant Early Childhood Guidelines, and the Florida Kindergarten Accreditation Standard Goals and Standards were used in setting up the following objectives: (1) provide the opportunity to improve communication skills necessary for varying situations; (2) provide preschool and kindergarten experiences geared to psychological and physiological development which will prepare the migrant child to function successfully; (3) provide specially designed programs in language arts, math, social studies, and other academic endeavors to increase the child's capabilities to function at this potential; and (4) provide specially designed activities to increase the child's social growth, positive self-concept, and group interaction skills. Each section (categorized under these 4 objectives) lists activities and materials used by the 206 program teachers during the school year to achieve these objectives. (NQ)

Descriptors: *Activity Units/ Art Activities/ *Early Childhood Education/ *Educational Objectives/ Instructional Materials/ Learning Activities/ *Migrant Child Education/ *Preschool Children/ Preschool Programs/ Speaking Activities/ Teacher Developed Materials

Identifiers: *Florida

Descriptors: ACTIVITY UNITS — EARLY CHILDHOOD EDUCATION — EDUCATIONAL OBJECTIVES — MIGRANT CHILD EDUCATION — PRESCHOOL EDUCATION — FLORIDA

CROSS REFERENCES:

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED092278 24 RC007928

Exemplary Programs for Migrant Children.

Mattera, Gloria; Steel, Eric M.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Jun 74 117p.; "Migrant Record Transfer Form", p. 83-84 may not reproduce

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2469

Contract No.: OEC-1-6-062469-1574(10)

National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-016, $5.00)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Since 1966, more than 1,900 projects have been funded by the 1965 Title I Elementary and Secondary Education Act Migrant Amendment and the 1964 Economic Opportunity Act for migrant children's problems of educational continuity, health, and other needed services. This paper describes various exemplary programs selected for comprehensiveness of services (both ages served and variety) and replicability in migrant or regular educational programs. The programs, separated into national, interstate, state, and local programs and special services, are: Migrant Student Record Transfer System; High School Equivalency Program; Texas Child Migrant Program; Interstate Cooperation Project; Texas Migrant Council - Mobile Head Start Program; California Plan for the Education of Migrant Children - Regional Plan; Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs; New Jersey Migrant Education - Recruitment Program; Demonstration Schools - Somerton (Arizona) and Geneseo (New York); Transitional Program - Springfield (Massachusetts); Secondary Programs (North Carolina); Mobile Units (Colorado); Migrant Centers (Washington, Toppenish Center for the Study of Indian and Migrant Education); and Staff Development Programs - Master's Degree Program (Oregon) and Migrant Teacher Assistant Mini-Corps Program (California). (NQ)

Descriptors: Bilingual Education/ Community Programs/ *Educational Programs/ *Financial Support/ Human Services/ Interstate Programs/ Manpower Development/ *Migrant Child Education/ Migration Patterns/ Minority Groups/ National Programs/ *Program Descriptions/ Program Evaluation/ Seasonal Laborers/ *Special Programs/ State Programs

Descriptors: EDUCATIONAL PROGRAMS — FINANCIAL SUPPORT — MIGRANT CHILD EDUCATION — PROGRAM DESCRIPTIONS — SPECIAL PROGRAMS — FLORIDA

CROSS REFERENCES:

Section: A **Document(s):** 040	**Page(s):** 95	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED032164 32 RC003607

A Guide to Staff Development Activities, Using a Florida Conference as a Model.

Tuttle, Lester E., Jr., Ed.; Ciccone, Russell A., Ed.

Florida Atlanta Univ., Boca Raton.

Jun 69 118p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Staff development activities are the subject of a resource guide directed at educators of migrant children. One county participating in the Florida Migratory Child Compensatory Program was selected to serve as a model. Planning for activities should be individually-based, problem-oriented, goal-directed, time-factored, and participant-controlled. Staging of activities should include early establishment of direction, flexibility, maximum interaction of participants, and periodic feedback. Evaluation instruments should provide for opportunity for individualized and uninhibited response and reflection immediately following the activity. Follow up activities should start immediately, be comprehensive, allow for individual flexibility, and lead to additional planning and direction. Forms, procedures, references, and sample conference results are included. Not available in hard copy due to marginal legibility of original document. (JH)

Descriptors: Conferences/ Consultants/ *Educational Planning / Education Service Centers/ Evaluation Methods/ *Inservice Programs/ *Migrant Child Education/ Models/ *Program Evaluation/ Resource Guides/ *Staff Improvement/ Teacher Workshops

Descriptors: EDUCATIONAL PLANNING — INSERVICE PROGRAMS — MIGRANT CHILD EDUCATION — STAFF IMPROVEMENT

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED030519 32 RC003502
Consultants' Handbook.
Tuttle, Lester E., Jr., Ed.; Hooker, Dennis A., Ed.
Florida Atlanta Univ., Boca Raton.; Florida State Dept. of Education, Tallahassee. Div. of Curriculum and Instruction.
May 69 13p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Two conferences held in Florida in 1968 to prepare consultants to work with in-service professional and para-professional personnel serving migrant children in Florida, led to this analysis of consultant, consultee, and professional staff reactions. Characteristics of a consultant and when and how to use his services are outlined. It is shown how a consultant's services might be utilized to improve the overall Florida Migratory Child Compensatory Program which includes the following areas: (1) programs to improve physical well-being: (2) bridging experiences to close the gap between home and school; (3) language development; (4) opportunities for growth in personal and social development; and (5) occupational development. A statement of general duties and responsibilities of county agencies, the Migrant Education Center, and the State Department of Education is given. (RH)

Descriptors: *Compensatory Education/ *Consultants/ Consultation Programs/ Educational Improvement/ Education Service Centers/ Human Resources/ Manuals/ Migrant Education/ *Migrant Youth/ *Professional Personnel/ Social Development/ *Staff Utilization

Identifiers: *Florida

Descriptors: COMPENSATORY EDUCATION — MIGRANT YOUTH — PROFESSIONAL PERSONNEL — STAFF UTILIZATION — MIGRANT EDUCATION — FLORIDA

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Florida Migratory Child Compensatory Program

Project Site: Tallahassee, Florida

ED030524 32 RC003511

Florida Migratory Child Compensatory Program Announcement of Staff Development Activities.

Florida Atlanta Univ., Boca Raton.

Jan 69 10p.

Sponsoring Agency: Florida State Dept. of Education, Tallahassee. Div. of Curriculum and Instruction.; Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The intent given for the Florida Migratory Child Compensatory Program staff development activities is to assist local individual teachers, teacher groups, schools, and school districts in the implementation of in-service training activities that will enhance improvement of the individual teacher. Twenty-five experiences provided by problem-oriented, self-paced staff development activities are described. Educational needs of migrant children are identified under the following five rubrics: (1) physical well being; (2) bridging experience; (3) language development; (4) personal and social development; and (5) occupational development. Responsibilities toward the program of the counties, the Migrant Education Center and the State Department of Education are outlined. (EV)

Descriptors: Compensatory Education Programs/ Consultants/ *Educational Improvement/ Educational Needs/ *Educational Objectives/ *Inservice Teacher Education/ *Migrant Child Education/ Migrants/ *Staff Improvement/ State Federal Support

Identifiers: Florida

Descriptors: EDUCATIONAL IMPROVEMENT — EDUCATIONAL OBJECTIVES — INSERVICE TEACHER EDUCATION — MIGRANT CHILD EDUCATION — STAFF IMPROVEMENT — FLORIDA

CROSS REFERENCES:			
Section: A **Document(s):** 040	**Page(s):** 95	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: project I–C–E (Instruction – Curriculum – Environment)

Project Site: Green Bay, Wisconsin

EJ098382 SE115265
All About Project I-C-E
Keller, Robert W.; Warpinski, Robert J.
Journal of Environmental Education, 5, 3, 27-28 74

Project ICE is a regional, multidisciplinary, k-12 environmental education program that stresses student involvement. Four major project objectives and twelve unifying concepts for the curriculum are listed. The role of the teacher, project services, and available resources are discussed. Several specific examples illustrate student involvement and excitement. (LS)

Descriptors: *Environmental Education/ *Guides/ *Interdisciplinary Approach/ *Program Descriptions/ Activity Learning/ Field Studies/ Objectives/ Regional Programs/ Staff Role

Identifiers: *Project ICE

Descriptors: ENVIRONMENTAL EDUCATION — GUIDES — INTERDISCIPLINARY APPROACH — PROGRAM DESCRIPTIONS

CROSS REFERENCES:

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Document(s): 048	105–135	Document(s):	

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: project I–C–E (Instruction – Curriculum – Environment)

Project Site: Green Bay, Wisconsin

ED068274 SE014484

Title III in Environmental Education.

George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.

72 35p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Contributions derived from ESEA Title III funds to the new environmental thrusts in American education are portrayed in this quarterly journal. These funds have provided opportunities for development of innovative, model environmental education programs in many local school districts. Responding to new educational needs, the projects have sought to frame new objectives, cognitive goals, attitudinal change strategies, lesson plans, teaching materials, and/or evaluation instruments. Resumes of selected projects may serve as sources of information to school administrators who are thinking of adding environmental education programs and to teachers who are seeking ways to give their students environmental experiences. Model projects reviewed include: Project ECO, Ames, Iowa, a community program in environmental education; Project ICE, Green Bay, Wisconsin, a regional approach to environmental education; and the Maine Environmental Education Project, a statewide strategy for environmental education. Accomplishments of the New Jersey State Council for Environmental Education and its master plan for statewide environmental education are enumerated, together with brief descriptions of four projects citing ways and means of implementing environmental philosophies and objectives and 15 projects addressing problems common to many programs and states. Statements from four environmental leaders on "Why Environmental Education?" conclude the document. (BL)

Descriptors: Community Programs/ *Educational Innovation/ *Environmental Education/ *Federal Aid/ Program Descriptions/ *Projects/ Regional Programs/ State Programs

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors: EDUCATIONAL INNOVATION — ENVIRONMENTAL EDUCATION — PROJECTS — ESEA TITLE III

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Individualized Language Arts: Diagnosis, Prescription, and Evaluation)

Project Site: Weehawken, New Jersey

EJ087624 CS706092
Individualized Language Arts in the Middle Grades
Slater, Mallie
Reading Teacher, 27, 3, 253-56 Dec 73

Discusses proper procedures and mechanics for carrying out individualized instruction in the elementary classroom which will provide the children with a new view of their individual competencies. (RB)

Descriptors: *Language Arts/ *Individualized Instruction/ *Middle Schools/ *Teaching Techniques/ *Assignments/ Elementary School Students/ Class Activities

EJ054706 AC501802
Individualized Learning for Adults-The ILA Project
Deep, Donald
Adult Leadership, 20, 8, 291 Feb 72

Describes curriculum materials that can be incorporated into an easily managed instructional system that allows for the accurate diagnosis of each students' learning needs. (Author/LF)

Descriptors: Adult Education/ *Adult Education Programs/ *Curriculum Development/ Educational Diagnosis/ *Individualized Instruction/ *Individualized Programs/ *Instructional Materials/ Learning

Descriptors: LANGUAGE ARTS — INDIVIDUALIZED INSTRUCTION — MIDDLE SCHOOLS — TEACHING TECHNIQUES — ADULT EDUCATION PROGRAMS — CURRICULUM DEVELOPMENT — INSTRUCTIONAL MATERIALS

CROSS REFERENCES:

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Document(s): 052	136–139	**Document(s):**	

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Institute for Political and Legal Education (IPLE)

Project Site: Sewell, New Jersey

EJ165335 AA526791
The Proper Study of Government
Harrison, Charles H.
American Education, 13, 6, 10-4 Jul 77
Reprint Available (See p. vii): UMI

Launched from a social studies class, the institute for Political and Legal Education shows students how government really operates by getting them involved in it. (Editor)

Descriptors: *Social Studies/ *Student Participation/ *High School Students/ *Program Descriptions/ *Political Science/ Educational Assessment/ Illustrations/ Curriculum/ Student Experience/ Legislators

Identifiers: *Institute for Political and Legal Education

Descriptors: SOCIAL STUDIES — STUDENT PARTICIPATION — HIGH SCHOOL STUDENTS — PROGRAM DESCRIPTIONS — POLITICAL SCIENCE

CROSS REFERENCES:

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Document(s): 053	140–145	**Document(s):**	

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: project INSTRUCT: Instructional System for Teaching Reading Using Continuous–Progress Technology

Project Site: Lincoln, Nebraska

ED085654# CS000832

The Effects of Continuous-Progress Technology Upon the Acquisition of Word-Attack Skills by Kindergarten Children.

Towle, Thomas Oscar, Jr.

73 96p.; Ph.D. Dissertation, The University of Nebraska, Lincoln

University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-25,494, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

This study assessed the first-year effects of Project Instruct on the acquisition of word attack skills by kindergarten children. Evaluation of the project was conducted in schools which contained a relatively large number of children classified as disabled readers. Kindergarten children in five elementary schools experienced the instructional system for the 1971-72 school year. Children from six elementary schools not participating in the project--matched with schools in the project in terms of size of population, geographic location, and reading level--provided the comparison group in the study. Both groups were administered a criterion-referenced test of word-attack skills, a standardized word-recognition test, and a standardized test of intelligence. Factorial analyses of variance were used to compare the achievement gain scores of children in the Project Instruct schools to those of children in the control schools. Results indicated that the children who did not participate in the project achieved significantly higher scores on the tests of word-recognition word-attack skills than children who participated in the project. Lack of teacher support, inadequacy of measuring instruments, and omissions in the instructional system were cited as possible causes. (Author/WR)

Descriptors: Beginning Reading/ Doctoral Theses/ Kindergarten Children/ Reading/ Reading Ability/ Reading Improvement/ *Reading Instruction/ *Reading Programs/ *Reading Research/ Reading Skills/ *Retarded Readers/ *Word Recognition

Identifiers: *Project Instruct

Descriptors: READING INSTRUCTION — READING PROGRAMS — READING RESEARCH — RETARDED READERS — WORD RECOGNITION

CROSS REFERENCES:

Section: A

Document(s): 054

Page(s): 146–147

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project KARE: Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pennsylvania

ED141185 SE022742

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.

Schoenfeld, Clay, Ed.; Disinger, John, Ed.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Apr 77 357p.; Contains occasional light type

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($6.00)

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

This publication presents a collection of 26 environmental education case studies recognized as being representative of curriculum materials and/or projects. Contained are action programs that can serve as models for the classroom teacher, principal, curriculum consultant, superintendent, state department official, or teacher educators in the planning and development of programs for local situations. The components, antecedents, and distinctions of environmental education are outlined as a frame for the selected case studies. The selected case studies include: the Maine Environmental Education Project; Watershed Heritage Project; Project SCATE; Project KARE; the Tennessee Valley Authority's Environmental Education Program; Conservation and Environmental Education in Michigan; METRO-APEX; Project Learning Tree; Washington Environmental Yard (Project WEY); The Role of Mass Media in Environmental Education; Project I-C-E; and Extension's Contribution to Environmental Education. (BT)

Descriptors: *Case Studies (Education)/ Curriculum/ Educational Programs/ *Elementary Secondary Education/ *Environmental Education/ Higher Education/ *Instructional Materials/ *Interdisciplinary Approach/ *Program Descriptions/ *Public Schools/ State Programs

Identifiers: ERIC Clearinghouse for Science Math Environ Educ

Descriptors: CASE STUDIES (EDUCATION) — ENVIRONMENTAL EDUCATION — INSTRUCTIONAL MATERIALS — INTERDISCIPLINARY APPROACH — PROGRAM DESCRIPTIONS

CROSS REFERENCES:

Section: A **Document(s):** 058	**Page(s):** 159–171	**Section:** **Document(s):**	**Page(s):**

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project KARE: Knowledgeable Action to Restore our Environment

Project Site: Blue Bell, Pensylvania

EJ137210 AA522545
KARE for the Environment
Blim, Michael L.
American Education, 12, 1, 23-8 Jan/Feb 76

Schools in five counties in southeastern Pennsylvania take their environmental problems seriously, as at least one planning board will attest. (Editor)

Descriptors: *Program Descriptions/ *Environmental Education / *Regional Cooperation/ *Student Experience/ *Program Evaluation/ Learning Processes/ Student Development

Identifiers: *Knowledgeable Action to Restore our Environment

Descriptors: PROGRAM DECRIPTIONS — ENVIRONMENTAL EDUCATION — REGIONAL COOPERATION — STUDENT EXPERIENCE — PROGRAM EVALUATION

CROSS REFERENCES:

Section: A	**Page(s):**	**Section:**	**Page(s):**
Document(s): 058	159–171	**Document(s):**	

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Media Now

Project Site: Red Oak, Iowa

EJ072532 EA503441

Project MEDIA NOW: Iowa's Answer to Visual Illiteracy

Lewis, Philip

Nation's Schools, 91, 3, 72,74 Mar 73

Discusses a 3-part package, offered to schools, composed of a semester-long student course, curriculum materials, and an adaptor'' program. Aimed at high school juniors and seniors, the student course covers all the major topics in film and radio-TV studies: use of hardware, production and presentation techniques, history and aesthetics, and evaluation and interpretation. (Author)

Descriptors: *Audiovisual Aids/ *Autoinstructional Aids/ Films/ *Instructional Materials/ *Instructional Media/ Secondary School Students/ Television

Identifiers: Iowa/ Learning Packages/ Project MEDIA NOW

Descriptors: AUDIOVISUAL AIDS — AUTOINSTRUCTIONAL AIDS — INSTRUCTIONAL MATERIALS — INSTRUCTIONAL MEDIA

CROSS REFERENCES:

Section: A
Document(s): 064
Page(s): 174–177

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Document(s):
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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Occupational Versatility (O.V.)

Project Site: Tempe, Arizona

ED079540 VT020752

Occupational Versatility. Final Report for the 3-Year Period, July, 1969 through June, 1972.

Highline Public Schools, Seattle, Wash.

72 80p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Occupational versatility is an innovative approach to the teaching of industrial arts which began in the fall of 1969 in three pilot schools, two junior high (Grades 7, 8, and 9) and one middle (Grades 6, 7, and 8). The major components are a multi-experience general shop facility, team teaching, student management, a self-instructional system for learning, ungraded heterogeneous grouping, career guidance opportunities, and a non-graded approach to reporting student performance and granting course credit. Students who elect to participate in the program select their own work areas, manage their own shop activities, keep their own records, instruct themselves in procedures and equipment usage, and judge their own performance and abilities. The instructor provides guidance but the student is the director of his experiences. A notebook system is an essential feature of the program, providing operational guidance for students and also forms on which students maintain their own attendance and performance records. Evaluations of the 1970-71 and 1971-72 program operational years are included. Reactions of teachers, parents, and students have been positive and the program will be continued and extended to other schools and districts in the following school year. Shop area layouts and forms used in the program are appended. (MF)

Descriptors: *Autoinstructional Programs/ Flexible Scheduling/ *Independent Study/ *Industrial Arts/ Instructional Innovation/ Junior High Schools/ Middle Schools/ Occupational Guidance/ *Pilot Projects/ Program Evaluation/ School Shops/ *Self Directed Classrooms/ Student Responsibility/ Teacher Role/ Team Teaching/ Ungraded Programs

Identifiers: *Washington

Descriptors: AUTOINSTRUCTIONAL AIDS — INDEPENDENT STUDY — INDUSTRIAL ARTS — SELF DIRECTED CLASSROOMS — WASHINGTON

CROSS REFERENCES:

Section: A	**Page(s):**	**Section:**	**Page(s):**
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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Occupational Versatility (O.V.)

Project Site: Tempe, Arizona

ED079470 VT019647

Career Cluster Concepts.

Frantz, Nevin R., Jr.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

73 41p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: Inf-Ser-78

Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus , OH 43210 (one of a set, prices available upon request)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The purpose of this report is to provide local school administrators with information about occupational clusters as well as suggested strategies for implementing a career cluster concept approach at the local level. The techniques and procedures presented in this paper need to be modified and adapted by an administrator to conform with local school conditions and priorities. Renewed interest in career education underscores the following general societal needs that educational planning must consider: (1) the need to adapt easily to socioeconomic changes, (2) the need to plan for individual geographic mobility, (3) the need to provide individuals with occupational versatility, and (4) the need to provide students with greater flexibility in occupational choice patterns. Studies which identify various types of occupational clusters and curriculum development efforts are reviewed to provide a rationale for the career cluster concept. Alternative approaches and procedures for implementing the cluster concept and an interdisciplinary approach to an individualized instructional system are presented. A number of resource materials and an extensive bibliography are appended. (Author/AG)

Descriptors: *Administrator Guides/ *Career Education/ Cluster Grouping/ Concept Formation/ Curriculum Development/ Educational Needs/ Fundamental Concepts/ Individualized Instruction/ Interdisciplinary Approach/ Occupational Choice/ *Occupational Clusters/ *Program Development/ Program Planning / Resource Materials/ Vocational Development

Identifiers: *Program Implementarion

Descriptors: ADMINISTRATOR GUIDES — CAREER EDUCATION — OCCUPATIONAL CLUSTERS — PROGRAM DEVELOPMENT

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Document(s): 071	184	**Document(s):**	

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent-Child Early Education Program (Saturday School)

Project Site: Ferguson, Missouri

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EJ163354  AA526052
  Saturday School
  Williamson, Patricia Lewis
  American Education, 13, 2, 14-7    Mar 77
  Reprint Available (See p. vii): UMI
  By the time a child reaches kindergarten age,  this suburban
St.  Louis school district knows all about his or her learning
needs and is prepared to meet them. (Editor)
  Descriptors:    *Program   Descriptions/    *Student  Needs/
*Learning Activities/ *Preschool Children/ *Preschool Programs
/  Early Childhood   Education/   Parent  School  Relationship/
Parent  Participation/   Parent  Teacher Cooperation/  Teacher
Attitudes
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EJ080936  EA503938
  Early  Childhood Development:  Missouri's Approach:  More of
the Same Is No Answer
  Mallory, Arthur L.
  Compact, 15-17    Jul-Aug 73
  Describes Missouri's programs for early childhood education.
Programs range from day care  in  the  inner-city  schools  of
Kansas  City  to  classrooms on wheels that carry teachers and
materials to children and their families in rural areas. Heavy
stress is placed on helping parents. (Author/JF)
  Descriptors: *Early Childhood Education/ *Preschool Programs
/  *Family Involvement/  *Family School Relationship/  *Parent
Participation/   Educational   Needs/   Kindergarten/   Child
Development
  Identifiers: Saturday School Program/ Missouri
```

Descriptors: PROGRAM DESCRIPTIONS — STUDENT NEEDS — LEARNING ACTIVITIES — PRESCHOOL CHILDREN — PRESCHOOL PROGRAMS — FAMILY INVOLVEMENT — FAMILY SCHOOL RELATIONSHIP — PARENT PARTICIPATION — MISSOURI

CROSS REFERENCES:

Section: A **Document(s):** 073	**Page(s):** 186–192-a	**Section:** **Document(s):**	**Page(s):**

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Parent Readiness Education Project (PREP)

Project Site: Detroit, Michigan

EJ170966 AA527159
PREP Makes Parents "More Intelligenter"
Wagner, Judith
American Education, 13, 8, 9-12 Oct 77
Reprint Available (See p. vii): UMI

Scoring well in a Michigan school district, this early intervention program detects learning problems in four-year-olds and brings mom and dad into the effort to correct them. (Editor)

Descriptors: *Program Descriptions/ *Preschool Programs/ *Intervention/ *Childhood Needs/ *Child Development/ *Parent Participation/ Parent Teacher Cooperation/ Parent Attitudes/ Student Evaluation

Identifiers: *Parent Readiness Education Project

EJ101357 PS503440
Prepping the Child and the Home
Hartman, Harriet
Day Care and Early Education, 1, 5, 18-22 May-July 74

In the Parent Readiness Education Project in Detroit teachers, parents, and teenagers work together in a novel approach to help children who may have learning problems. (Author)

Descriptors: *Parent Education/ *Parent Participation/ *Parent Teacher Cooperation/ *Learning Difficulties/ *Preschool Programs/ Preschool Learning/ Slow Learners/ Parent Child Relationship

Descriptors: PROGRAM DESCRIPTIONS — PRESCHOOL PROGRAMS — INTERVENTION — CHILDHOOD NEEDS — CHILD DEVELOPMENT — PARENT PARTICIPATION — PARENT EDUCATION — PARENT TEACHER COOPERATION — LEARNING DIFFICULTIES

CROSS REFERENCES:

Section: A
Document(s): 074
Page(s): 193

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Document(s):
Page(s):

010, 018
044, 056
079, 082

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: project Catch-Up, project Conquest, HIT: High Intensity Tutoring, IRIT: Intensive Reading Instructional Teams, Programmed Tutorial Reading, project R - 3.

Project Site:

ED127571 CS002886
Analysis and Selection Kit: Project Selection Guide.
RMC Research Corp., Los Altos, Calif.
76 17p.; See related documents CS 002 885-892
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-76-0002
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This brochure provides an introduction and guide to using six individual project selection booklets related to a new series of Project Information Packages. The packages, produced in response to the need for a systematic approach to disseminating exemplary projects, describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, a reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies, for junior high school students. (AA)

Descriptors: Cross Age Teaching/ Elementary Secondary Education/ *Mathematics Instruction/ Program Descriptions/ *Program Development/ *Projects/ *Reading Programs/ Remedial Instruction/ Social Studies
Identifiers: *Project Information Packages

Descriptors: MATHEMATICS INSTRUCTION — PROGRAM DEVELOPMENT — PROGRAM EVALUATION — READING PROGRAMS — PROJECT INFORMATION PACKAGES

CROSS REFERENCES:

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044, 056
079, 082

Section: B

TOPIC: Developers/Demonstrators - 1978 - 79

Project: project Catch-Up, project Conquest, HIT: High Intensity Tutoring, IRIT: Intensive Reading Instructional Teams, Programmed Tutorial Reading, project R - 3.

Project Site:

ED127570 CS002885

Project Information Packages: Overview.

RMC Research Corp., Los Altos, Calif.

76 8p.; See related documents CS 002 886-892

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-76-0002

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This brochure describes a new series of Project Information Packages, a U.S. Office of Education response to the need for a systematic approach to disseminating exemplary projects. The packages describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies for junior high school students. Materials available for selecting a project and those included in the packages themselves also are described. (AA)

Descriptors: Cross Age Teaching/ Elementary Secondary Education/ *Mathematics Instruction/ Program Descriptions/ *Program Development/ *Projects/ *Reading Programs/ Remedial Instruction/ Social Studies

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Project Information Packages

Descriptors: MATHEMATICS INSTRUCTION — PROGRAM DEVELOPMENT — READING PROGRAMS — PROJECT INFORMATION PACKAGES

CROSS REFERENCES:

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TOPIC: Bilingual Education Programs
Validated Practices - 1978 - 79

Project: Aprendemos en Dos Idiomas, Houston Independent School District Bilingual Programs, St. John Valley Bilingual Education Program.

Project Site:

ED123893 FL007674

The Identification and Description of Exemplary Bilingual Education Programs.

Campeau, Peggie L.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Aug 75 175p.; For related documents, see FL 007 675; pages that appear to be missing were blank and unnumbered on the original document.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-48300-8/75-FR(I)

Contract No.: OEC-0-74-9331

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

This is the final report of one of three studies in an overall project entitled "Evaluation of Bilingual Education Programs." The objectives of this study were to: (1) identify and recommend as exemplary up to 10 bilingual education programs for submission to the Dissemination Review Panel (DRP) of the Education Division, DHEW, and (2) develop detailed descriptions of those programs approved by the DRP for dissemination. Screenings and site visits reduced the candidate pool of 175 programs to 7. The DRP approved the following four for dissemination: Alice Independent School District, Alice, Texas; Aprendemos en Dos Idiomas, Corpus Christi, Texas; Bilingual Education Program, Houston, Texas; and St. John Valley Bilingual Education Program, Madawaska, Maine. Descriptions were written for each of the four in sufficient detail to provide local educators with ideas to guide them in implementing similar practices. Each program was described as it operated during 1973-74, but some program components were treated historically to illustrate major changes. The context within which each program developed and operated, and the special educational needs of the students, were also discussed. In addition, specific recommendations were made on ways in which local evaluations could be improved to increase chances for identifying exemplary programs. (Author/RM)

Descriptors: Biculturalism/ *Bilingual Education/ *Demonstration Programs/ Educational Programs/ Elementary Secondary Education/ Evaluation Methods/ Language Programs/ *Program Descriptions/ *Program Evaluation

Identifiers: *Elementary Secondary Education Act Title VII/ ESEA Title VII/ Maine/ Texas

Descriptors: BILINGUAL EDUCATION — DEMONSTRATION PROGRAMS — PROGRAM DESCRIPTIONS — PROGRAM EVALUATION — ESEA TITLE VII — MAINE — TEXAS

CROSS REFERENCES:

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Document(s):		*Document(s):*	

Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: PEGASUS–PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff - - Personalized Approach to Continuous Education

Project Site: Tuscaloosa, Alabama

ED150542 CS003895

Reading/Language Arts.

Illinois State Office of Education, Springfield.

78 19p.; One of a number of programs on the State of Illinois Diffusion Network which appears in the publication "Wings of Progress" ; Light type may reproduce poorly

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

These seven projects comprise the reading and language arts section of a report on Elementary Secondary Education Act Title IV programs for the state of Illinois. Complete descriptions are furnished for the following: a multi-text, individualized reading skills program for grades four through eight; a reading program which stresses phonetic and sight vocabulary for students two or more grade levels below "normal"; the ***Pegasus*** reading project, a curriculum structure consisting of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels for students in kindergarten through grade twelve; a remedial program for children testing in the lowest quartile in reading and mathematics; oral language skills study for grades one through five; a junior high reading laboratory designed to raise student reading achievement 25%; and a secondary reading program created to promote vocabulary growth and reading comprehension in vocational studies. (MAI)

Descriptors: Developmental Reading/ Directed Reading Activity/ Elementary Secondary Education/ Individualized Reading/ *Language Arts/ *Reading Diagnosis/ Reading Instruction/ *Reading Materials/ *Reading Programs/ *Reading Skills/ *Remedial Reading Programs/ Vocabulary Skills

Identifiers: Elementary Secondary Education Act Title IV

Descriptors: LANGUAGE ARTS — READING DIAGNOSIS — READING MATERIALS — READING PROGRAMS — READING SKILLS — REMEDIAL READING PROGRAMS

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED143436 PS009461

Continuance and Transience Among Teachers and Pupils in the Follow Through Program in Philadelphia, 1971-1975. Report No. 7703.

Lukshus, Anne M.

Philadelphia School District, Pa. Office of Research and Evaluation.

Jul 76 51p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 460, PS 009 462

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-G-007502171

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This report on Follow Through teacher and pupil retention in 18 Philadelphia public schools presents continuance-transience data for the school years 1971-72 through 1974-75. Data are summarized by program model and by total program, with teacher numbers and percentages for each model aggregated by grade (K-3) as well. There were 350 teachers assigned to the Follow Through program during the four-year span who remained at least five months in each year after assignment; of these, 59% continued through 1974-75. Of the 7,936 pupils entering the program during the four years and remaining at least five months in their initial year, 64% continued through 1974-75. Pupils with Head Start or equivalent experience continued in the program at a significantly higher rate than non-Head Start children, in both total program and individual models. Of the seven program models--EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent--the Philadelphia Process model had the highest teacher-retention rate (73%), while the Florida Parent model showed most teacher mobility (46%). Highest continuance rates for all pupils were consistently found in the Bank Street model, with the Florida Parent and Bilingual models showing most pupil mobility. It is concluded that (1) the teacher retention rate is sufficiently high to ensure continuity of treatment, and (2) pupils remain in the program over a sufficient amount of time to receive its planned benefits. (Author/BF)

Descriptors: Comparative Analysis/ *Compensatory Education Programs/ *Demonstration Programs/ *Early Childhood Education/ *Faculty Mobility/ Program Evaluation/ *School Holding Power/ *Student Mobility/ Student Teacher Relationship

Identifiers: Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors: COMPENSATORY EDUCATION — DEMONSTRATION PROGRAMS — EARLY CHILDHOOD EDUCATION — PROJECT FOLLOW THROUGH — PENNSYLVANIA

CROSS REFERENCES:

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED143435 PS009460

Follow Through Pupil Absence Rates in Philadelphia, 1974-1975. Report No. 7701.

Lukshus, Anne M.

Philadelphia School District, Pa. Office of Research and Evaluation.

Jun 76 63p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 461-462

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-G-007502171

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent. Tables and graphs comprise approximately half of this report. (Author/BF)

Descriptors: *Attendance/ *Attendance Patterns/ Attendance Records/ Comparative Analysis/ *Compensatory Education Programs/ *Demonstration Programs/ *Early Childhood Education/ Early Experience/ Program Evaluation/ Truancy

Identifiers: Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors: ATTENDANCE PATTERNS — COMPENSATORY EDUCATION — DEMONSTRATION PROGRAMS — EARLY CHILDHOOD EDUCATION — PROJECT FOLLOW THROUGH — PENNSYLVANI

CROSS REFERENCES:

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TOPIC: .Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED142311 PS009420

A Summary of Four Major Evaluation Reports on Follow Through in Philadelphia, 1975-1976.

Goodwin, Judith

Philadelphia School District, Pa. Office of Research and Evaluation.

May 77 29p.; For related documents, see PS 009 418-419

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: 77142

Grant No.: OEG-G-007-502-171

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This paper presents summaries of four evaluation reports on Follow Through programs in Philadelphia, grades K-3. Section I compares the reading and mathematics achievement of children from 1971-1976 in the various Follow Through models. Included in the evaluation are the Behavior Analysis, Bank Street, Parent Implemented, Philadelphia Process, Educational Development Center, Florida Parent, and Bilingual models. Results indicate that the Behavior Analysis Model produced the greatest positive effects in reading and mathematics achievement. Section II of the report surveys personnel and parent perceptions of the program and indicates that the majority of those surveyed considered the program effective for enhancing the children's personal, social, and academic development. Section III summarizes levels of supportive services (medical, dental, psychological and social) and parent involvement. The report indicates a decrease in the level of supportive services being utilized. Section IV surveys school personnel's perceptions of the Follow Through Expansion Programs, indicating positive perceptions for the majority of staff members. Descriptions of the programs, sources of additional information, and descriptions of tests and questionnaires used for the evaluation are included in the paper. (BRD)

Descriptors: Academic Achievement/ Administrator Attitudes/ Ancillary Services/ *Compensatory Education Programs/ *Educationally Disadvantaged/ *Educational Programs/ Elementary Education/ Mathematics/ Parent Attitudes/ Parent Participation/ Personal Growth/ *Primary Education/ *Program Evaluation/ Questionnaires/ Reading/ Social Development/ Teacher Attitudes

Identifiers: *Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors: COMPENSATORY EDUCATION PROGRAMS — EDUCATIONALLY DISADVANTAGED — EDUCATIONAL PROGRAMS — PRIMARY EDUCATION — PROGRAM EVALUATION — PROJECT FOLLOW THROUGH — PENNSYLVANIA

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED140935 PS009291

Differential Outcomes of Early Childhood Education.

Stevens, Jr., Joseph H.

76 28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This paper reviews seven studies comparing the differential effects of early childhood programs and approaches on children's development: (1) Planned Variation in Head Start; (2) Planned Variation in Follow Through; (3) Soar and Soar Study of Follow Through; (4) Miller and Dyer's Planned Variations Study; (5) Karnes Curriculum Comparison Study; (6) Ypsilanti Curriculum Comparison Project; amd (7) A Comprehensive Assessment of the Imapct of Schooling. Studies compared academically oriented programs with cognitive discovery programs and/or discovery programs. Academically oriented programs included the Englemann-Becker Distar Program, the Bushell Applied Behavior Analysis model, the University of Pittsburg Individually Prescribed Instruction model, the Demonstration and Research Center for Early Education model, and the Karnes' Ameliorative model. Cognitive-discovery programs included Weikart's High Scope Model, the Tucson Early Education Model, the Nimnicht Responsive Model, the Gordon Parent Educator model, the Responsive Environment Corporation model, the Montessori and the Ypsilanti Piagetian-based, cognitively-oriented curriculums. Discovery programs were Bank Street, the Education Development Center model, and traditional nursery school classes. Also mentioned was the Community-Integrated Approach. Studies compared student achievement on standardized tests and on measures of social, moral, self-concept, problem solving and personality development. (SB)

Descriptors: *Achievement/ *Comparative Analysis/ Compensatory Education Programs/ Developmental Programs/ *Early Childhood Education/ Educational Programs/ Elementary School Students/ *Intervention/ *Models/ Preschool Children/ *Program Evaluation/ Research Needs

Identifiers: *Planned Variation/ Project Follow Through/ Project Head Start

Descriptors: ACHIEVEMENT — COMPARATIVE ANALYSIS — EARLY CHILDHOOD EDUCATION — INTERVENTION — MODELS — PROGRAM EVALUATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED137407 95 TM006215

Follow Through Pupil Achievement Characteristics in Philadelphia, 1971-1972 through 1975-1976. Report No. 77121.

McKinney, John T.

Philadelphia School District, Pa. Office of Research and Evaluation.

Jan 77 77p.; For basic data tables, see TM 006 216

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G-007-502-171

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This report provides achievement information from the Philadelphia, Pa. Follow Through program in Mathematics and Reading for the five years, 1971-1972 through 1975-1976. The data are drawn from cross-sectional analyses, focusing primarily on mean score performance in Total Mathematics and Total Reading on city-wide tests. The principal findings are: (1) While the Total Program (TFT) shows continuous improvement in both Math and Reading in Grades K-3 across the five years, it is the Behavior Analysis Model (BA) which has produced the greatest positive program effect. (2) Across the five years and across Grades K-3, BA easily ranks first among the models in both Math and Reading. (3) The closest model to BA in K-3 performance across the five years is the Bank Street (BS), which ranked second among the models in Math and third in Reading. (4) The Parent Implemented Model (PI) could not be ranked over the five years because it was not tested in 1972-1973. The Philadelphia Process Model (PP) ranked second in Reading across the five years, principally because of improved performance in 1975-1976. It ranked fifth in Math, however. The Education Development Center Model (EDC) ranked third in Math, and fourth in Reading, having improved substantially since 1974-1975. The Florida Parent Model (FP) ranked fourth in Math and fifth in Reading. The Bilingual Model (BI) ranked last in both subject matter areas. (Author/MV)

Descriptors: *Academic Achievement/ Achievement Gains/ Achievement Tests/ City Wide Programs/ *Compensatory Education Programs/ Cross Sectional Studies/ Disadvantaged Youth/ *Early Childhood Education/ Elementary Education/ *Mathematics/ Program Evaluation/ *Reading Achievement/ Standardized Tests/ Statistical Analysis/ Teaching Models/ Testing Programs/ *Test Results

Identifiers: Pennsylvania (Philadelphia)/ Philadelphia Pennsylvania School District/ *Project Follow Through

Descriptors: ACADEMIC ACHIEVEMENT — COMPENSATORY EDUCATION PROGRAMS — EARLY CHILDHOOD EDUCATION — READING ACHIEVEMENT — TEST RESULTS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED136941 PS009187

Follow Through Pupil Achievement Characteristics in Philadelphia, 1974-1975. Vol. I: Cross-Sectional Data. Report No. 7664.

Welsh, James B.

Philadelphia School District, Pa. Office of Research and Evaluation.

Dec 75 96p.; For related document, see PS 009 188

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-8-522481-4649

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This report is a cross-sectional analysis of the 1974-1975 mid-year performance of Follow Through, Non-Follow Through and District groupings of pupils in the Philadelphia School District. The report is divided into four parts: Part I offers comparisons of each Follow Through grouping with all other groupings in terms of mean score differences, percentages scoring below the national sixteenth percentile, and percentages scoring at or above the national fiftieth percentile; Part II is a brief inter-model comparison in terms of rankings on mean standard scores; Part III compares Spring 1974 and Spring 1975 test performance on the Stanford Early School Achievement Test (Kindergarten) and on the California Achievement Test (Grade 1-3); Part IV provides test data for the fourth-grade pupils enrolled in Follow Through schools. Results indicate that the positive program effects observed in grades K and 1 in 1973-1974 have been extended to grade 2 in 1974-1975 for the total program aggregate, and that during the program years (K-3) the Behavior Analysis and Parent Implemented models continue to exhibit superior performance among the models, followed closely by the Bank Street and EDC models. The Appendix volume of basic data tables accompanying this report is available upon request from the Office of Research and Evaluation, The School District of Philadelphia. (Author/JMB)

Descriptors: *Achievement Gains/ Achievement Rating/ Achievement Tests/ *Comparative Analysis/ Comparative Testing/ *Cross Sectional Studies/ *Early Childhood Education/ *Program Evaluation/ Standardized Tests

Identifiers: *Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors: ACHIEVEMENT GAINS — COMPARATIVE ANALYSIS — CROSS SECTIONAL STUDIES — EARLY CHILDHOOD EDUCATION — PROGRAM EVALUATION — PROJECT FOLLOW THROUGH — PENNSYLVANIA

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 -79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED132174 TM005884

A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713.

Goodwin, Judith

Philadelphia School District, Pa. Office of Research and Evaluation.

Aug 76 25p.; For related documents, see ED 118 629, ED 104 550, and ED 084 276

Report No.: PSD-7713

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

Descriptors: Academic Achievement/ Achievement Gains/ Ancillary Services/ Attendance/ Comparative Analysis/ *Compensatory Education Programs/ Disadvantaged Youth/ *Early Childhood Education/ Mathematics/ Models/ Parent Participation / Primary Education/ Program Attitudes/ *Program Evaluation/ Reading/ Summative Evaluation

Identifiers: Pennsylvania (Philadelphia)/ Philadelphia School District/ *Project Follow Through

Descriptors: COMPENSATORY EDUCATION PROGRAMS — EARLY CHILDHOOD EDUCATION — PROGRAM EVALUATION — PROJECT FOLLOW THROUGH — PENNSYLVANIA

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED131095 TM005796
Follow Through Expansion Pre-Program Data, 1975. Report Number 7642.
Goodwin, Judy; Lukshus, Anne M.
Philadelphia School District, Pa. Office of Research and Evaluation.
Oct 75 42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Follow Through Expansion Program involved 46 schools in all eight districts of Philadelphia, Pa. The program was instituted at the kindergarten level in March, 1975. Five model options were proposed for implementation on the basis of previous evaluation findings regarding the original Follow Through Program in Philadelphia. Of these, four were selected by the participating schools: Option 1: a local adaption of the Behavior Analysis model, Option 2: a Behavior Analysis/Bank Street combination, Option 3: a Behavior Analysis/Bilingual combination not selected by the participating schools, Option 4: a local adaption of the Bank Street model, and Option 5: a Bank Street/ Bilingual combination. Pre-program questionnaires were completed by principals, resource teachers, teachers, and aides, and yielded background information on program personnel as well as pre-program attitudes. The majority of principals indicated that they were satisfied with the model assigned to them and that they expected Follow Through to have a strong effect on pupil achievement, parent participation, staff development and the motivation of instructional personnel. Sixty-seven percent of the teachers also evidenced positive reactions to the news of the expansion program. Option 4 teachers elicited the highest percentage of positive responses and Option 2 the lowest. Aides indicated increased clarity after training but somewhat lower enthusiasm, possibly due to previous training which emphasized a different instructional orientation at the kindergarten level. (Author/RC)

Descriptors: *Compensatory Education Programs/ *Educational Background/ Elementary Education/ Elementary School Teachers/ Principals/ *Program Attitudes/ Questionnaires/ Resource Teachers/ Teacher Aides

Identifiers: Pennsylvania (Philadelphia)/ Philadelphia Pennsylvania Public Schools/ *Project Follow Through

Descriptors: COMPENSATORY EDUCATION PROGRAMS — EDUCATIONAL BACKGROUND — PROGRAM ATTITUDES

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED126202 UD016171

A Study of the Bank Street Approach at the John J. Ryle School, Stamford, Connecticut.

Connecticut Univ., Storrs. Educational Resources and Development Center.

Jun 75 111p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

For three years, beginning in September 1972, the Stamford Public Schools and Bank Street College have implemented the Bank Street Approach to Follow Through education in the Ryle school. During the 1974-75 school year, the Stamford Public Schools contracted with the Educational Resources and Development Center to perform an evaluation of the project. The basic questions for evaluation were: What effect has the Bank Street program had on the achievement levels of Ryle students? What are the attitudes of Ryle students toward school? What is their level of self-concept? What kind of classroom interaction occurs in the Ryle school? What are the attitudes of teachers toward the program? It was found that the implementation of the Bank Street Approach at Ryle School has been beneficial. There is evidence that students are achieving a year's academic growth in a year. The attitudes of all groups referent to Ryle School are very positive. Teachers and parents express very favorable attitudes toward the program and its continuation. Student self-concept and positive attitudes toward school are at least as high as a Connecticut state-wide sample. (Author/JM)

Descriptors: Academic Achievement/ *Curriculum Development/ Educational Programs/ Elementary Education/ *Individualized Instruction/ *Inner City/ Inservice Teacher Education/ Parent Attitudes/ *Primary Grades/ *Program Evaluation/ Self Concept/ Student Attitudes/ Student Teacher Relationship/ Teacher Attitudes/ Urban Education

Identifiers: *Connecticut (Stamford)/ Project Follow Through

Descriptors: CURRICULUM DEVELOPMENT — INDIVIDUALIZED INSTRUCTION — INNER CITY — PRIMARY GRADES — PROGRAM EVALUATION — PROJECT FOLLOW THROUGH — CONNECTICUT

CROSS REFERENCES:

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED118629 TM005121

A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1973-11974.

Goodwin, Judith

Philadelphia School District, Pa. Office of Research and Evaluation.

Jul 75 25p.; For a related document, see ED 074 134, 084 276 and 104 550

Report No.: R-7604

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1973-74. Positive findings are presented in the areas of pupil achievement, teacher and pupil continuance and pupil absence, and supportive services and parent involvement. The Follow Through Program in Philadelphia is comprised of seven educational models: Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center). In terms of achievement based on cross sectional analysis, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in almost all test areas in kindergarten; in Total Reading, and Total Mathematics in first grade; and in Total Mathematics in third grade. The Behavior Analysis (Grades K-3) Model and Parent Implemented (Grades 1-3) Model (with only one exception on one criterion in the latter case) perform better than the TNF group at all grade levels. Comparisons between Spring 1973, and Spring, 1974 test data, although only tentative at best, indicate that overall, with the exception of kindergarten, the 1974 results show higher percentile ranks than do the 1973 results on comparable test areas. (Author/DEP)

Descriptors: Academic Achievement/ Achievement Gains/ Ancillary Services/ Attendance/ Comparative Analysis/ *Compensatory Education Programs/ Disadvantaged Youth/ *Early Childhood Education/ Faculty Mobility/ Models/ Parent Participation/ *Program Evaluation/ Student Mobility/ Summative Evaluation

Identifiers: Pennsylvania (Philadelphia)/ *Project Follow Through

Descriptors: COMPENSATORY EDUCATION PROGRAMS — EARLY CHILDHOOD PROGRAMS — PROGRAM EVALUATION — PROJECT FOLLOW THROUGH — PENNSYLVANIA

CROSS REFERENCES:

Section: A **Document(s):** 080	**Page(s):** 200	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED104550 PS007781

A Summary of Five Major Evaluation Reports on the Follow Through Program in Philadelphia 1972-1973.

Goodwin, Judith

Philadelphia School District, Pa. Office of Research and Evaluation.

73 16p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This brief, nontechnical summary of five major evaluation reports is divided into four sections: 1. Pupil Achievement Characteristics: "Metropolitan Achievement Test (MAT)", Spring, 1973; 2. Continuance and Transience Among Teachers and Pupils 1968-1973; 3. The Parental Component in Follow Through; and 4. Supportive Services in Follow Through. Achievement data from a cross-sectional viewpoint indicate that total Follow Through performance in the spring of 1973 is better than non-Follow Through performance in kindergarten and first grade, and that the Bank Street and Behavior Analysis models show consistently higher performance at all grade levels. Quasilongitudinal analyses indicate a positive effect of combined maximum exposure and Head Start or equivalent experience, particularly in the Behavior Analysis and Bank Street models. Pupil and teacher retention rates continue to be relatively high (60-70 percent for pupils; slightly more than 60 percent for teachers), and the parent involvement component continues to be a priority area. Supportive services data indicate that medical services are most uniformly provided for; psychological services the least so. However, in almost all cases services extend well beyond those provided by the school district. (Author/CS)

Descriptors: *Achievement/ Behavior Change/ *Comparative Analysis/ Cross Sectional Studies/ *Early Childhood Education/ Longitudinal Studies/ *Models/ Parent Participation/ *Program Evaluation/ School Holding Power/ Standardized Tests

Identifiers: *Project Follow Through

Descriptors: ACHIEVEMENT — COMPARATIVE ANALYSIS — EARLY CHILDHOOD EDUCATION — MODELS — PROGRAM EVALUATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED093954 TM003772

Children's Interactions in Follow Through Classrooms: The DCB Observational System.

Ross, Sylvia; Zimiles, Herbert

Apr 74 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Observational findings regarding differentiated child behavior in Follow Through classrooms for the year 1971 are presented. The interactional behavior of three groups of elementary school children from different classroom settings (Bank Street School for Children, an open classroom approach; Bank Street Follow Through, an open classroom approach; non-Follow Through, traditional classroom approach) was observed using the Differentiated Child Behavior Observation System (DCB). This instrument is used for recording in quantifiable form selected attributes of children's classroom interaction such as: gives information, asks questions, expresses, acts destructively, organizes and manages, represents and symbolizes. It also provides a means for coding both interactional and substantive aspects of classroom behavior. The results of the study showed the Follow Through classroom to be a more active classroom setting than non-Follow Through Classrooms. (MLP)

Descriptors: Behavior Patterns/ *Classroom Environment/ *Classroom Observation Techniques/ Elementary School Students/ *Interaction/ Permissive Environment/ Program Evaluation/ *Student Behavior/ *Student Teacher Relationship

Identifiers: *Differentiated Child Behavior Observational System/ Follow Through

Descriptors: CLASSROOM ENVIRONMENT — CLASSROOM OBSERVATION TECHNIQUES — INTERACTION — STUDENT BEHAVIOR — STUDENT TEACHER RELATIONSHIP

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED086362 PS007097
Report of Follow Through Parent Interview Project.
Bank Street Coll. of Education, New York, N.Y.
Jan 73 36p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This survey, based on interviews with 896 parents, was undertaken in the Bank Street Follow Through Program in Spring 1972. The parent interview developed out of the belief of parents in the program and of Bank Street as sponsor that a program evaluation could be a fruitful project because (1) the process of the interview could be instructive to the parents, (2) interview results could provide a measure of parent attitude, (3) training in interviewing techniques for the parent interviewers could widen parent participation, and (4) the interview project could stimulate interest in parent-directed evaluation. Part I of the interview was designed to measure the degree and quality of the relationship between home and school. Part II of the interview was designed to assess the effectiveness of the Follow Through staff in providing broad services to Follow Through families. Part III of the interview was designed to measure parent participation in parent activities in Follow Through. It was concluded that the parent interview could become an instrument for ongoing self-study and development of the parent group. A summary of responses to the parent questionnaire is appended. (CS)

Descriptors: *Compensatory Education Programs/ *Elementary School Students/ *Interviews/ Parental Grievances/ *Parent Attitudes/ Parent Participation/ *Parent School Relationship
Identifiers: Project Follow Through Parent Interview Project

Descriptors: COMPENSATORY EDUCATION PROGRAMS — ELEMENTARY SCHOOL STUDENTS — INTERVIEWS — PARENT ATTITUDES — PARENT SCHOOL RELATIONSHIP

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Public School 243/Bank Street College Follow Through Program

Project Site: Brooklyn, New York

ED078913 PS006527
Examining Criteria for Evaluating Educational Programs.
Shapiro, Edna
Bank Street Coll. of Education, New York, N.Y.
Mar 73 9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The negative results to an assessment of a Bank Street-sponsored Follow Through program raised questions about conventional ways of assessing the effects of educational programs. Children in a Follow Through program using the developmental-interaction approach and children in conventional classrooms were observed, and tested for comparison. The classroom observation data were quite different for the two types of classrooms, but there were no significant testing differences attributable to the program. Test responses are affected by unique factors such as examiner variables. Certain aspects of the test situation receive little attention but are especially relevant to the assessment of educational programs. Test responses also assess an individual's ability to generalize and transfer from one situation to another. Children in a conventional classroom, with its emphasis on the teacher's dominant role, are better attuned to the testing situation, in which the examiner questions and the child responds. There is, as well, greater uniformity of experience in the conventional classroom. In the child's passive role in the testing situation, demonstration of cognitive ability is quite dependent on language usage. The approach that may be appropriate for assessing some kinds of functions and groups may lead to misevaluation of others. What is needed is a flexible, responsive, diversified use of formative evaluation and a delay in summative evaluation until a program has had a chance to take effect. (KM)

Descriptors: Cognitive Tests/ Compensatory Education Programs/ *Evaluation Criteria/ Primary Grades/ *Program Evaluation/ Psychological Testing/ *Response Style (Tests)/ Speeches/ Student Evaluation/ *Testing

Descriptors: EVALUATION CRITERIA — PROGRAM EVALUATION — RESPONSIVE STYLE (TESTS) — TESTING

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

EJ155043 EA508196
Project Simu-School Component Washington State University
Glass, Thomas E.
Educational Planning, 3, 2, 66-72 Oct 76

This component of the project attempts to facilitate planning by furnishing models that manage cumbersome and complex data, supply an objectivity that identifies all relationships between elements of the model, and provide a quantitative model allowing for various forecasting techniques that describe the long-range impact of decisions. (Author/IRT)

Descriptors: *Simulation/ *Educational Planning/ Elementary Secondary Education/ Models/ Enrollment Projections/ Staff Utilization/ Educational Finance/ Administrative Personnel

Identifiers: *Project SIMU School

EJ144694 EA507485
Project SIMU School: A Path Toward Better Planning. A Report on the Santa Clara County Component
Hunt, Lester B.
Educational Planning, 2, 3, 80-83 Jan 76

Discusses the Simu School component in Santa Clara County, California, which focuses on communities in areas that are changing from rural to urban characteristics and on declining enrollments. (Author/IRT)

Descriptors: *Educational Planning/ *Enrollment Projections/ *Futures (of Society)/ *Rural Schools/ Elementary Secondary Education/ Models/ Enrollment Trends/ Community Characteristics

Identifiers: *Project SIMU School/ *Declining Enrollment/ California (Santa Clara County)

Descriptors: SIMULATION — EDUCATIONAL PLANNING — ENROLLMENT PROJECTIONS — FUTURES — RURAL SCHOOLS — MODELS — DECLINING ENROLLMENT — PROJECT SIMU—SCHOOL

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

EJ105886 EA505468
1974 Update: Project Simu-School
Hunt, Lester W.
CEFP Journal, 12, 5, 7-9 Sep-Oct 74

Provides a brief look at the four components of Simu School: Santa Clara County, Dallas, Chicago, and Ohio State University; outlines some of the results of Simu School implementation; gives source people for more information on the program; and includes a list of publications from the Simu School Project. (Author/EA)

Descriptors: *Educational Needs/ *Educational Planning/ *Information Utilization/ *Program Descriptions/ Citizen Participation/ Computer Science/ Futures (of Society)/ Resource Allocations/ Simulation

Identifiers: *SIMU School

EJ089408 EA504425
The New Planning and Building Terms
Fredrickson, John H.
School Management, 18, 1, 52-54 Jan 74

Explains details behind some of the new planning and building terms that represent concepts designed to generate high quality school structures at more reasonable costs than previous traditional methods. (Author)

Descriptors: *Building Design/ Construction (Process)/ *Construction Management/ *Critical Path Method/ *Facility Planning/ Fast Track Scheduling/ Simulation/ *Systems Approach

Identifiers: Design Build/ Simu School

EJ040646 EA501676
New Moon Landings in Education"
AIA Journal, 55, 6, 59 Jun 71

Describes a simulation game utilizing a computer that serves as a planning tool for educational decisionmaking. (Author)

Descriptors: Computers/ *Decision Making/ *Educational Planning/ Educational Resources/ *School Architecture/ *Simulators

Identifiers: *Simu School

Descriptors:

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED128972 88 EA008750
Functions, Roles, and Relationships of Components of Project Simu School. A Position Paper.
Hunt, L. W.
Santa Clara County Office of Education, San Jose, Calif.
Sep 72 24p.; For related documents, see ED 079 858-859, ED 089 465, ED 093 037, and ED 096 750
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No.: 728111
Grant No.: OEG-9-72-0063(290)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This document defines Project Simu-School and gives its history; presents the goals, objectives, and tasks of the Chicago and Santa Clara components and of the Council of Educational Facility Planners; presents the goals, objectives, tasks, and membership of the advisory-planning board; and discusses the proposed future plan. Discussion of the future plan includes consideration of the need for research-development-dissemination of information on educational planning and of the goals, objectives, structure, and tasks of the Voluntary International Planning System. An appendix contains the directory of Project Simu-School. (IRT)

Descriptors: *Educational Planning/ Elementary Secondary Education/ *Program Descriptions/ Program Development/ Simulation
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

Descriptors: EDUCATIONAL PLANNING — PROGRAM DESCRIPTIONS — ESEA TITLE III — PROJECT SIMU—SCHOOL

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED128971 88 EA008749

A Guide for Comprehensive Educational Planning--A Topical Outline.

Brooks, Kenneth W.

Feb 74 15p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This topical outline was developed by the directors of the various Simu-School projects. It contains the following main headings: An Introduction to Comprehensive Educational Planning, Preparation for Planning, The Planning Process, Implementation, Activities Related to the Planning Process, Functions and Needs That Permeate the Planning Process, Components of the Comprehensive Educational Plan, Planning Techniques, and Annotated Bibliography. (Author/IRT)

Descriptors: *Administrator Guides/ *Educational Planning/ Elementary Secondary Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

ED128953 88 EA008729

Improving the Educational (Facility) Planning Process/Simu-School. Evaluation Report.

Feiock, Vernon L.

Feiock Associates, Palo Alto, Calif.

29 Mar 74 16p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This report presents an evaluation of progress made by the Chicago component of Project Simu-School in moving toward the attainment of its stated objectives. It is divided into five main sections: (1) evaluator's activities; (2) detailed product, process, and management evaluation; (3) description of evaluator's onsite findings; (4) recommendations and rationales; (5) confirmation or questioning of need for program modifications. The evaluator concludes that there has been efficient management and budget control. (Author/MLF)

Descriptors: *Educational Planning/ *Facility Planning/ Federal Programs/ Performance Criteria/ Program Descriptions/ *Program Evaluation

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Illinois (Chicago)/ *Project SIMU School

Descriptors: ADMINISTRATOR GUIDES — EDUCATIONAL PLANNING — FACILITY PLANNING — PROGRAM EVALUATION — PROJECT SIMU—SCHOOL

CROSS REFERENCES:

Section: A **Document(s):** 015	**Page(s):** 31–35	**Section:** **Document(s):**	**Page(s):**

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED128928 88 EA008701

ENSIM II: A Second Generation, Land Use-Based Enrollment Simulation Model. User's Manual. Research Report of Project Simu School: Santa Clara County Component.

Linebarger, Dean; And Others

Santa Clara County Office of Education, San Jose, Calif.

Aug 76 107p.; For a related document, see ED096751; Some charts may not reproduce clearly

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

Office of the Superintendent of Schools, Santa Clara County, 100 Skyport Drive, San Jose, California 95110 (free)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This booklet presents the rationale and processes for ENSIM II, a computer-based long-range enrollment simulation model designed to consider variables not usually addressed in traditional projection techniques. The first ENSIM model was constructed for districts facing extensive residential growth and had as its primary focus the analysis of land-use data and the projection of new housing development. ENSIM II, which also generates residential development projections and which, like the original model, uses a basic cohort survival technique as its primary computational procedure, is appropriate for districts with either increasing or decreasing enrollments. Basic inputs into the model include historical enrollment information, census data, and land-use data. ENSIM II produces enrollment forecasts by age, race/ethnic composition, and geographical area. Separate sections of the booklet present a general description of ENSIM II, discuss data preparation procedures for the system, describe in detail specifications for input data sets, describe specifications for output data sets and a districtwide summary program, and list various subroutines and arrays and their uses. (Author/JG)

Descriptors: *Computer Oriented Programs/ Computer Programs/ Educational Planning/ Elementary Secondary Education/ *Enrollment Projections/ *Models/ Prediction/ *Program Descriptions/ *Student Enrollment

Identifiers: Elementary Secondary Education Act Title III/ *ENSIM II/ ESEA Title III

Descriptors: COMPUTER ORIENTED PROGRAMS — ENROLLMENT PROJECTIONS — MODELS — PROGRAM DESCRIPTIONS — STUDENT ENROLLMENTS

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED109758 88 EA007346
Selected References in Educational Planning. Part 2: A Supplement. Research Report No. 21(A).
Choi, Susan, Comp.; Cornish, Richard, Ed.
Santa Clara County Office of Education, San Jose, Calif.
Jun 75 12p.; A related document is ED 100 050
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No.: BR-S0010SW
Grant No.: OEG-9-72-0063(290)
Project Simu School, Santa Clara County Component, 100 Skyport Drive, San Jose, California 95110 (Single copy free)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This selected bibliography is intended to serve as a supplement to a previous bibliography listing publications suggested for inclusion in a library on educational planning. The additional citations presented in this volume were suggested by readers of the earlier bibliography. Only publications currently available for acquisition have been included. All entries are listed alphabetically by author's name. (JG)

Descriptors: *Bibliographies/ *Educational Administration/ *Educational Planning/ Elementary Secondary Education/ *Publications/ *Reference Materials
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project Simu School

Descriptors: EDUCATIONAL ADMINISTRATION — EDUCATIONAL PLANNING REFERENCE MATERIALS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED104008 88 EA006941

Community Profile: A Comprehensive Base for Educational Planning. Research Report No. 12 of Project SIMU School: Santa Clara County Component.

Cornish, Richard D.; And Others

Santa Clara County Office of Education, San Jose, Calif.

Mar 75 60p.; A related document is ED 096 750

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-12 Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

A broad range of data and data sources useful in educational planning are identified along with some of the problems in collecting and using that data, and several systematic approaches for analyzing groups of community data are described. The place of a community profile as a data-collection, information-generating process in a comprehensive planning model is defined. The roles played by the profiling team--citizens, consultants, and school administrators--in the process are outlined, and the collection and analysis activities within a master planning context are defined. Specific data elements relevant to educational planning are detailed and assigned to categories of community resources, community concern, land use, and population. In each of the four subsections, data sources and collection and analysis approaches are provided. A population/enrollment simulation model developed for use in both increasing and decreasing enrollment areas is described in terms of its required input that originates from a community profiling effort. A number of publications useful in understanding and executing a community profile are provided in the bibliography. (Author/MLF)

Descriptors: *Community Characteristics/ Community Resources / *Data Bases/ Data Collection/ Data Sheets/ *Demography/ Economic Status/ *Educational Planning/ *Futures (of Society)/ Land Use/ Master Plans/ Models/ Population Trends/ Simulation/ Social Services/ Visual Aids

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

Descriptors: COMMUNITY CHARACTERISTICS — DATA BASES — EDUCATIONAL PLANNING — DEMOGRAPHY — PROJECT SIMU—SCHOOL

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

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ED101417 88 EA006684

SIMU-School: The Chicago Component. A Definition, Tasks, Staffing Reference Paper. Research Report No. 1.

Hannon, Joseph P.; And Others

Chicago Board of Education, Ill. Dept. of Facilities Planning.

Oct 71 19p.; A related document is ED 090 676

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This report describes the plans and objectives of a project to improve school facilities planning by investigating alternative planning strategies and training selected educational planners from around the U.S. During the first year of the project, emphasis will be placed on basic research into the process of educational facilities planning. Results of this investigation will be used to develop and field test an operational simulation model during the second year. Activities during the third year will include disseminating the more effective planning models developed during the project and training a selected group of facility planners from across the country. Later sections of the report list project staff members and specific activities planned for the first year of the project. (Author/JG)

Descriptors: *Educational Facilities/ Educational Objectives / *Educational Planning/ Elementary Secondary Education/ Facility Improvement/ *Facility Planning/ *Facility Utilization Research/ *Models/ School Improvement

Identifiers: Chicago/ Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

Descriptors: EDUCATIONAL FACILITIES — EDUCATIONAL PLANNING — FACILITY UTILIZATION — MODELS — ESEA TITLE III — PROJECT SIMU—SCHOOL

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED100050 98 EA006671

Selected References in Educational Planning: Bibliography and Selection Criteria. Research Report No. 21.

Choi, Susan; Cornish, Richard

Santa Clara County Office of Education, San Jose, Calif.

Jan 75 91p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-21 Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

Project Simu School, Santa Clara County Component, 100 Skyport Drive, San Jose, California 95110 (Free)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This extensive bibliography was developed by staff members of Project Simu School during their research into techniques for providing information to educational decisionmakers. For the most part, only currently available publications are included; out-of-print works are included only when they are a valuable source of information and are available on interagency loan. Because this approach excludes most pamphlets and periodical articles, Appendixes A and B provide the names of periodicals, indexes, and organizations that will aid in obtaining those items. Appendix C suggests criteria to consider when selecting publications for a reference library. The body of the bibliography is organized by broad subject areas. Separate author/institution and title indexes are included. (Author/JG)

Descriptors: *Bibliographies/ Decision Making Skills/ *Educational Administration/ Educational Objectives/ *Educational Planning/ Educational Programs/ Educational Research/ *Educational Resources/ Elementary Secondary Education/ Indexes (Locaters)/ National Organizations/ Publications/ Reference Books/ *Reference Materials

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

Descriptors: EDUCATIONAL ADMINISTRATION — EDUCATIONAL PLANNING — EDUCATIONAL RESOURCES

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED096752 89 EA006426

A Futures Primer for Local Education Agencies. Research Report No. 14 of Project SIMU School: Santa Clara County Component.

McCullough, Tom; And Others

Santa Clara County Office of Education, San Jose, Calif.

Sep 74 136p.; Related documents are ED 079 858-859, ED 089 465, ED 091 088-089, ED 093 032, ED 093 037, ED 094 486, and EA 006 424-425

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

This document contains a series of exercises and materials designed by the Futures Task Force to sensitize fellow citizens to rapid change and to encourage them to begin thinking in terms of what the future may bring in their community. Nine sections comprise the publication and cover: (1) a brief history describing the formation of the Futures Task Force, its workings, and the difficulties it encountered; (2) a bibliography of books and articles on futurism; (3) a description of a tape/slide narrative and set of graphics on planning for an uncertain future; (4) three fictionalized scenarios of the future in 1985 designed as "think pieces" and followed by an exercise wherein the reader creates a fourth; (5) a glossary of alternative definitions and images of educational terms for the future; (6) future issues facing education; (7) a two-part exercise illustrating how values held affect the group process and planning outcomes; (8) facts and trends with relevance for educational planning; and (9) testing educational plans for future feasibility. (Author/DN)

Descriptors: Bibliographies/ Case Studies/ *Educational Change/ *Educational Planning/ Educational Problems/ Educational Research/ *Educational Trends/ *Futures (of Society)/ Group Norms/ Junior High Schools/ Models/ Relevance (Education)/ Simulation/ Trend Analysis/ Values

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project SIMU School

Descriptors: EDUCATIONAL CHANGE — EDUCATIONAL PLANNING — EDUCATIONAL TRENDS — FUTURES (OF SCOIETY) — PROJECT SIMU—SCHOOL

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED096751 88 EA006425

ENSIM. A User's Manual for a Land Use Analysis-Based Enrollment Simulation. Research Report No. 11 of Project SIMU School: Santa Clara County Component.

Gilmore, William; And Others

Santa Clara County Office of Education, San Jose, Calif.

Sep 74 240p.; Related documents are ED 079 858-859, ED 089 465, ED 091 808-809, ED 093 032, ED 093 037, ED 094 486, and EA 006 424-426

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

Traditionally, the most commonly used methods of forecasting school enrollments have been those that looked to the past for a picture of the future. In restricting the forecaster to projections of past trends, the "percentage survival" technique ignores a host of current trends implicit in a changing society. A second problem with most widely used projection methods has been the inadequate expression of the forecaster's certainty or uncertainty. This paper presents the rationale, methods, and documentation for ENSIM, a computer based long-range enrollment simulation. A "multivariable" method of prediction, ENSIM allows the forecaster to consider a broad range of data--both internal (i.e., traditional district information) and external data (i.e., the multitude of social-economic-political-demographic factors that affect the way we live and the way our children learn). Developed and field tested in the small, semirural town of Morgan Hill, California, ENSIM was specifically designed to apply an enrollment projection "simulator" to districts facing extensive future residential development. For this reason, a future land development projection system was devised and integrated into the ENSIM model to provide data on the number of new dwellings projected for each year of the study. This land development projection system is the heart of the ENSIM model. Built into the model is the capability to evaluate and update enrollment projections on a yearly basis. (Author/MLF)

Descriptors: Census Figures/ Computer Programs/ Data Analysis/ Demography/ *Enrollment Projections/ Housing Patterns/ *Land Use/ *Models/ Population Trends/ *Residential Patterns/ *School Planning/ Simulation

Identifiers: Elementary Secondary Education Act Title III/ *Enrollment Simulation/ ENSIM/ ESEA Title III/ Project SIMU School

Descriptors: ENROLLMENT PROJECTIONS — LAND USE — MODELS — RESIDENTIAL PATTERNS — SCHOOL PLANNING — SIMULATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED096750 88 EA006424

Planning for Educational Change. A Process Model for Designing Future Forms of Educational Facilities. Research Report No. 5 of Project SIMU School: Santa Clara County Component.

Leu, Donald J.; And Others

Santa Clara County Office of Education, San Jose, Calif.

74 28p.; Related documents are ED 079 858-859, ED 089 465, ED 091 808-809, ED 093 032, ED 093 037, ED 094 486, and EA 006 425-426

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This position paper argues that education should be planned, designed, operationalized, and continuously modified to serve effectively the defined human and educational needs of a rapidly changing world. It focuses on emerging contemporary societal changes impacting learning theory, curriculum, and teaching methodology; and it outlines the implications of these emerging changes for future educational programs and facilities. A sampling of social trends, or "external" data, are described in flow charts as are trends in current learning theory, curriculum, and facility design and planning. The charts are arbitrarily classified into five major areas of concern: (A) The Real and Changing World (Relevance); (B) Economic Accountability (Shared Responsibility); (C) Uniqueness and Pluralism; (D) Segregation and Integration; and (E) Life-Long Learning and Leisure Time. Each area of concern is outlined in two pages. Societal Changes (Level One Trends) and learning theory changes (Level Two Trends) are outlined on the first page and changes in curriculum (Level Three Trends) and educational facilities (Level Four Trends) appear on the second page. The purpose of this approach is to focus attention on the importance of "reading" and understanding external data and then relating that data to appropriate program and facilities solutions. The concluding section (Level Four Trends) of each of the charts suggests innovative design ideas to challenge those who are developing plans for future educational facilities. (Author/MLF)

Descriptors: Continuous Learning/ Cost Effectiveness/ Cultural Differences/ Curriculum Development/ *Decision Making / Educational Accountability/ *Educational Change/ *Educational Planning/ Facility Planning/ Futures (of Society) / Learning Theories/ Racial Integration/ Relevance (Education) / *School Planning/ *Social Change

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project SIMU School

Descriptors: DECISION MAKING — EDUCATIONAL PLANNING — SCHOOL PLANNING — SOCIAL CHANGE

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED095633 88 EA006365

Educational Facilities Planning in Chicago: Selected Case Studies.

Manji, Ashraf S., Ed.

Chicago Board of Education, Ill.

74 195p.: A related document is ED 088 213

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-71-7619

Grant No.: OEG-5-71-0078(290)

Center for Urban Educational Planning, Chicago Public Schools, 28 E. Huron Street, Chicago, Illinois 60611 (Free, while the supply lasts)

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

This monograph provides a documentation of some recent case studies pertaining to educational facilities planning in Chicago. It represents the endeavors of experts from a variety of disciplines, each of whom has investigated a specific aspect of the facility planning problem in Chicago. The studies reflect methodological advance as well as empirical results, and as such should be of use to professional educational facility planners and college students interested in problems of urban educational planning. The individual studies are grouped in three parts under topical headings of (1) Locational Analysis for Facility Planning, (2) Design Criteria for Individual Facilities, and (3) Sociopolitical Influences in Facility Decisions. A 14-item publications list is included. (Author/MLF)

Descriptors: Buildings/ Case Studies/ Citizen Participation/ Computer Programs/ *Decision Making/ *Design Needs/ *Facility Planning/ Human Engineering/ Political Influences/ Programing/ School Demography/ Simulation/ *Site Selection/ Social Influences/ Standards/ *Urban Schools

Identifiers: Delphi Technique/ Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

Descriptors: DECISION MAKING — DESIGN NEEDS — FACILITY PLANNING SITE SELECTION — URBAN SCHOOLS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED094486 88 EA006333

The Effects of Residential and Educational Isolation on Affluent Youth. Report No. 20.

Stulac, Julie; Wheeler, Jeanette

Santa Clara County Office of Education, San Jose, Calif.

74 19p.; Related documents are ED 089 465, EA 006 151 through 153, and EA 006 188

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-20 Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This paper was commissioned to present a point of view not widely expressed -- that children who live and attend school in "segregated" high economic neighborhoods suffer from such isolation from the reality of the world in which they live. The authors consider the consequences of rearing the affluent young in settings which physically and psychologically isolate them from the realities of American society. Since the initial socialization processes of the young occur in the home and the school, they are the primary focus. First, current educational structures are discussed briefly in terms of the functions of education as traditionally conceived. It is argued that in some crucial respects, the schools and extant housing patterns deny the affluent young an opportunity to acquire and develop essential skills that prepare them to cope with their roles as emerging citizens. Finally, the paper reports on recent research that suggests ways in which schools and housing patterns can be reconceptualized to meet the critical needs of the young. (Author/MLF)

Descriptors: *Affluent Youth/ Delinquency/ *Educational Experience/ Educational Philosophy/ Educational Planning/ *Group Relations/ Life Style/ *Residential Patterns/ Socialization/ Socioeconomic Status/ Student Alienation/ *Suburban Schools/ Youth/ Youth Problems

Identifiers: *Educational Isolation/ Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

Descriptors: AFFLUENT YOUTH — EDUCATIONAL EXPERIENCE — GROUP RELATIONS — RESIDENTIAL PATTERNS — SUBURBAN SCHOOLS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED093037 88 EA006189

SIMU School: A Path Toward Better Planning.

Cornish, Richard D.; Hunt, Lester W.

Santa Clara County Office of Education, San Jose, Calif.

74 29p.; Script to accompany tape/slide progress report. Related documents are ED 079 858 & 859, ED 083 692, EA 006 076, and EA 006 151 through 153

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-19 Bureau No.: S0010SW

Grant No.: OEG-9-72-0063(290)

Sets of accompanying slides and audio cassettes can be borrowed by request to Office of the Superintendent of Schools, Santa Clara County, 45 Santa Teresa Street, San Jose, California 95110

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The materials in this booklet began as a script for a tape/slide progress report on Project Simu School, to be used in presentations to various groups who have had an interest in the project. The project was developed to create and implement a system to piece together and communicate educational knowledge to enable educators to improve their planning ability. The development of the project, its funding, and its components are outlined. The Chicago component is described as focusing its efforts on the problems unique to the urban community; the Santa Clara County component as working on bettering the planning process in communities moving from rural to urban characteristics; and the Dallas component as utilizing existing computer capability to develop simulation models which will promote better planning, as well as more efficient operation in a variety of school systems. All three components have worked toward the establishment of a National Center for Educational Planning. The appendixes contain a directory of personnel in the various components and the National Advisory Planning Board, as well as a listing of available publications. (Photographs and diagrams may reproduce poorly.) (Author/MLF)

Descriptors: Decision Making/ Directories/ *Educational Planning/ Facility Planning/ Information Dissemination/ Models / Planning/ *Program Descriptions/ School Demography/ School Districts/ *School Planning/ *Simulation/ Student Enrollment

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project SIMU School

Descriptors: EDUCATIONAL PLANNING — PROGRAM DESCRIPTIONS — SCHOOL PLANNING — SIMULATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED093032 88 EA006153

School Planning in a Historical Setting: Santa Clara County, California.

Sherman, Marcella; And Others

Santa Clara County Office of Education, San Jose, Calif.

Dec 73 50p.; Related documents are ED 079 858 & 859, ED 083 692, EA 006 076, and EA 006 151 & 152

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-3 Bureau No.: 72-8111

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The purpose of this study was to gather, through historical examination of Santa Clara County and its educational institutions, "base-line data" for the development of useful models for educational planning. This paper describes the growth and development of schools in the county and presents a list of factors that have contributed to the inability of school districts to "be ready" for changing circumstances. Part one of this paper provides an overall historical perspective, explores what the term "school planning" has meant over time, provides an overview of the development of the County and its schools, and examines some of the decisionmaking methods useful in viewing school district development. Part two examines more closely the historical development of four somewhat different Santa Clara County school districts; and part three identifies some indicators and influences of educational change, develops some hypotheses concerning the influencer/indicator causal relationship, and offers six specific recommendations for future school planning. (Author/MLF)

Descriptors: Case Studies/ Educational Change/ Educational History/ *Educational Planning/ Elementary Schools/ Facility Planning/ Facility Requirements/ Models/ *School Demography/ School Districts/ *School Planning/ Secondary Schools/ Simulation

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Project SIMU School

Descriptors: EDUCATIONAL PLANNING — SCHOOL DEMOGRAPHY — SCHOOL PLANNING — SIMULATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED091809 88 EA006152

A Multi-Agency Center for Educational Planning in Santa Clara County. Project SIMU School: Santa Clara County Component.

Halverson, Don E.

Santa Clara County Office of Education, San Jose, Calif.

Dec 73 105p.; Related documents are ED 079 858 and 859, ED 083 692, ED 089 465, and EA 006 151 and 153

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: RR-6 Bureau No.: 72-8111

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

This study was made to determine the need for a cooperative approach to planning services in Santa Clara County, and should such a need exist, to determine appropriate organizational and government structures, suggested objectives and activities, and suitable resource allocations to achieve the suggested objectives. The resulting position paper presents the thesis that a county (or regional) organization can be the source of valuable, coordinated assistance to citizens who address their attention to the future of their community. Such a center could provide data from many sources, assembled in a common and useful format. It could provide a means for interested persons to have an impact on decisionmaking bodies within the community, and could promote coordinated planning among school districts, leading to better solutions to all their future problems. An organizational pattern and a description of functions for a planning center are outlined. A short bibliography is included. (Pages 58-60 may reproduce poorly.) (Author/MLF)

Descriptors: Data Bases/ Educational Change/ *Educational Planning/ Facility Planning/ Facility Requirements/ *Interagency Cooperation/ *Organization/ *Regional Planning/ School Demography/ Simulation/ *Social Services

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project SIMU School

Descriptors: EDUCATIONAL PLANNING — INTERAGENCY COOPERATION — ORGANIZATION — REGIONAL PLANNING — SOCIAL SERVICES — PROJECT SIMU—SCHOOL

CROSS REFERENCES:

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Section: B **TOPIC:** Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED091808 88 EA006151
Housing Patterns in Relation to Educational Achievement. Project SIMU School: Santa Clara County Component.
Baker, William P.; Hoffmann, Glenn W.
Santa Clara County Office of Education, San Jose, Calif.
Oct 73 42p.; Related documents are ED 079 858 and 859, ED 083 692, ED 089 465, and EA 006 152 and 153
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.: RR-4 Bureau No.: 72-8111
Grant No.: OEG-9-72-0063(290)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This paper focuses attention on the critical importance of zoning and housing to education. It covers the causes of undersirable housing patterns, the apparent effects of these patterns on educational achievement, and possibilities for positive action to reverse the negative effects. Although examples are drawn from Santa Clara County, the thesis applies as a model of what can happen wherever large concentrations of poor people develop. Undesirable housing patterns are caused by: (1) zoning and construction practices that tend to reinforce economic and minority segregation, (2) overt discrimination against minorities, (3) the shortage of low cost rental units and dependence on local initiative for more low cost housing, and (4) lack of overall planning in urban renewal projects. These patterns can be prevented by the expansion of low income housing distributed throughout the comminity; the adoption and enforcement of fair housing legislation; and the continual revision of zoning, housing, and subdivision regulations to further the goal of a heterogeneous community. (Author/MLF)

Descriptors: *Academic Achievement/ Aspiration/ Dropout Rate / Early Experience/ *Economically Disadvantaged/ *Environmental Influences/ *Ethnic Groups/ Ghettos/ *Housing Patterns/ Low Rent Housing/ Racial Segregation/ Simulation/ Social Problems/ Social Services/ Socioeconomic Status/ Test Results/ Zoning
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project SIMU School

Descriptors: ECONOMICALLY DISAFVANTAGED — ENVIRONMENTAL INFLUENCES — ETHNIC GROUPS — HOUSING PATTERNS —

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu•School

Project Site: Dallas, Texas

ED090676 88 EA006127

MEEB: Model for the Evaluation of Educational Buildings.

McGuffey, Carroll W.

Chicago Board of Education, Ill. Dept. of Facilities Planning.

74 92p.; Related documents are ED 082 284, ED 083 693, ED 084 659, ED 084 681 and 682, ED 085 833, EA 005 947, and EA 006 123-126

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: 71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This monograph describes the basic conceptual background, the content, and the processes of a systematized approach to the evaluation of educational facilities. The system, the Evaluation of Educational Buildings (MEEB), focuses on a process that compares existing educational buildings in terms of a set of standards, and provides for an analysis in terms of the discrepancies between "what exists" and "what should be." The system incorporates a comprehensive approach with broad application and provides up-to-date information on the condition of facilities as they may affect the general welfare of occupants, and information required for the control of technical and educational obsolescence. It also facilitates the utilization of educational space, aids in maximizing the use of resources allocated to education, and enhances planning and decisionmaking related to the fulfillment of requirements generated by changing educational programs. A selected bibliography is included. (Author/MLF)

Descriptors: *Educational Facilities/ Evaluation/ Facility Guidelines/ Facility Improvement/ *Facility Inventory/ *Facility Requirements/ Models/ *Simulation/ Standards/ *Systems Approach

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ MEEB/ Model for Evaluation of Educational Building/ *Simu School

Descriptors: EDUCATIONAL FACILITIES — FACILITY INVENTORY — FACILITY REQUIREMENTS — SIMULATION — SYSTEMS APPROACH

CROSS REFERENCES:

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Project Site:

ED090675 88 EA006126

Pupil-Need Oriented State School Finance System: The Hope of Large City Schools.

Dhanidina, Lutaf

Chicago Board of Education, Ill. Dept. of Facilities Planning.

Nov 73 60p.; Related documents are ED 082 284, ED 083 593, ED 084 659, ED 084 681 and 682, ED 085 833, EA 005 947, EA 006 123-125, and EA 006 127

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: 71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

In the wake of "municipal overburden" characterizing today's cities faced with an increased demand for public services and a diminishing tax base, most urban areas in the United States have had to explore new sources of additional funds ranging from federal revenue sharing to the use of public lotteries. This paper focuses on the financing of urban education using Chicago in the state of Illinois as an illustrative example. By presenting a detailed comparison of Chicago vis-a-vis the metropolitan area with respect to fiscal capacity and educational need, the author argues for financing urban schools on the basis of educational need and analyzes the implications of some recent plans to finance local school districts in Illinois. This report should be of considerable use to educational planners interested in public finance. (Author)

Descriptors: City Demography/ Comparative Analysis/ Educational Assessment/ *Educational Finance/ Educational Needs/ Educational Opportunities/ Educational Resources/ *Fiscal Capacity/ Information Systems/ Simulation/ *State Aid/ State School District Relationship/ *Student Needs/ *Urban Schools

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Simu School

Descriptors: EDUCATIONAL FINANCE — FISCAL CAPACITY — STATE AID — STUDENT NEEDS — URBAN SCHOOLS — PROJECT SIMU—SCHOOL

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED090674 88 EA006125
Systematic Planning for Educational Facilities.
McGuffey, Carroll W.
Chicago Board of Education, Ill. Dept. of Facilities Planning.
73 128p.; Related documents are ED 082 284, ED 083 693, ED 084 659, ED 084 681 and 682, ED 085 833, EA 005 947, EA 006 123 and 124, and EA 006 126 and 127
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No.: 71-7619
Grant No.: OEG-5-71-0078(290)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

This monograph provides a systematic approach to the problem of planning educational facilities. It first presents a conceptual framework for a general facilities planning and management system called Facilities Resource Allocation Management Evaluation System (FRAMES). The main components of FRAMES are identified as: (1) needs assessment, (2) facilities programing, (3) resource allocation and distribution, (4) facilities management, and (5) evaluation. The report then focuses attention on the needs assessment component and provides a detailed description of a carefully developed and tested needs assessment model. The monograph should be of considerable interest to practicing planners as well as to college students interested in facilities planning. (Author)

Descriptors: Architectural Programing/ Community Characteristics/ Educational Facilities/ Enrollment Projections/ Estimated Costs/ Facility Improvement/ Facility Inventory/ *Facility Planning/ Facility Requirements/ *Information Systems/ *Management Systems/ Master Plans/ Models/ Needs/ Resource Allocations/ *Simulation/ *Systems Approach
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Needs Assessment/ *Simu School

Descriptors: FACILITY PLANNING — INFORMATION SYSTEMS — MANAGEMENT SYSTEMS — SIMULATION — SYSTEMS APPROACH

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED090673 88 EA006124

SCHOOLSITE: A Game of Conflict Resolution in School Facilities Planning.

McCall, Michael K.; And Others

Chicago Board of Education, Ill. Dept. of Facilities Planning.

72 88p.; Related documents are ED 082 284, ED 083 693, ED084 659, ED 084 681 and 682, ED 085 833, EA 005 947, EA 006 123, and EA 006 125-127

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: 71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This report provides a general introduction to educational gaming and describes a simulation game developed primarily as a teaching device in the training of educational facility planners, but also beneficial for administrators, students, and community leaders. Objectives of the game are to sensitize players to issues and opinions outside their normal frame of reference, portray the complexity of planning issues, and teach that, because of the problems associated with complex and controversial social processes such as educational facilities planning, an acceptable solution can only be reached by cooperation. The game, therefore, emphasizes skills necessary to achieve cooperation, the ability to communicate constructively, and a willingness to compromise one's beliefs for the common good. An extensive bibliography is provided which is divided into general works on simulation and a select list of games pertinent to the educational facilities planning process. (Author/MLF)

Descriptors: Bibliographies/ *Conflict Resolution/ *Educational Games/ *Facility Planning/ Game Theory/ Role Playing/ School Planning/ *Simulation/ Simulators/ *Site Selection

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Simu School

Descriptors: CONFLICT RESOLUTION — EDUCATIONAL GAMES — FACILITY PLANNING — SIMULATION — SITE SELECTION — PROJECT SIMU—SCHOOL

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED090672 88 EA006123

A Simple Model of Student Flows in an Urban School System.

Moore, Eric G.

Chicago Board of Education, Ill. Dept. of Facilities Planning.

71 30p.; Related documents are ED 082 284, ED 083 693, ED 084 659, ED 084 681 and 682, ED 085 833, EA 005 947, and EA 006 124-127

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: 71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The projection of enrollment changes is vital to the planning of educational facilities. However, existing methods of projecting urban populations fall short of acceptable performance because they fail to adequately take into account residential mobility. As a starting point for improving these methods, this report develops an accounting model of student flows in a large urban school system. The model is used to identify components of change in grade level enrollment for each school and to suggest research designs for investigating processes generating these changes. The model is also intended to be used as a basis for carrying out empirical analyses of student flows in large school systems and for developing improved techniques of projection. (Author/MLF)

Descriptors: Data Bases/ *Enrollment Projections/ *Facility Planning/ Family Mobility/ Models/ Population Trends/ Relocation/ *Residential Patterns/ School Districts/ *Simulation/ Student Enrollment/ *Transfer Students/ Urban Population/ Urban Schools

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Simu School

Descriptors: ENROLLMENT PROJECTIONS — FACILITY PLANNING — RESIDENTIAL PATTERNS — SIMULATION — TRANSFER STUDENTS

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED089465 88 EA006076

Research, Development & Dissemination in Educational Planning & Educational Facilities Planning. Project SIMU-School.

Hunt, Lester W.; Burr, Donald F.

Santa Clara County Office of Education, San Jose, Calif.

Mar 74 45p.; Part I: A National Center for Educational Planning. Part II: National Center for Educational Planning (Services, Operation and Significance); Related documents are ED 079 858-859 and ED 083 692

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: RR-1 Bureau No.: BR-72-8111

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The Simu-School Program and the National Center for Educational Planning were conceived because of the need for (1) expertise in educational planning, (2) a system to collect and assemble the vast amount of knowledge concerning education, (3) community involvement in planning, and (4) a system to accurately interpret today's data in planning for the future. Through a coordinated system of components, a National Center would pull together and tackle these urgent needs and accumulate and distribute the knowledge and information needed for improved educational planning. A national information Simu-School Program would develop and implement effective educational planning using computer simulation, gaming, and mathematical modeling as primary tools; train educational planners to solve a variety of planning problems in a variety of community environments; test alternative solutions to planning problems in a variety of community environments; and forecast the kinds of problems that may arise in the future so that planners can begin to deal with them now. (Author/DN)

Descriptors: Computers/ Educational Development/ Educational Facilities/ Educational Needs/ *Educational Planning/ *Educational Research/ *Facility Planning/ Futures (of Society)/ Mathematical Models/ *Program Descriptions/ Simulation

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ National Center for Educational Planning/ *Project Simu School

Descriptors: EDUCATIONAL PLANNING — EDUCATIONAL RESEARCH — FACILITY PLANNING — PROGRAM DESCRIPTIONS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED088213 88 EA005947

Simulation for Educational Facility Planning: Review and Bibliography.

Manji, Ashraf S.

Chicago Board of Education, Ill.

May 72 66p.; Related documents are EA 005 330, 530, 638, 660-661, and 713; Extended version of paper presented at Metropolitan School Facilities Planning Group Annual Meeting (11th, Milwaukee, Wisconsin, May 4-5, 1972)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This paper provides an overview of selected simulation models pertinent to the problems of educational facility planning. Emphasis is placed on computer simulation models partly because of the greater potential utility of computer simulation models in coming to grips with facility planning problems. The overall objective is to document the state-of-the-art in simulation research as it relates to the planning of educational facilities and to help administrators and planners assess what simulation can and cannot do for them. The use of simulation models for school facilities planning has lagged far behind their use in other fields. This lag is no doubt a consequence of the current state-of-the-art in school facilities planning with its heavy emphasis on check lists and procedural guidelines at the neglect of the model building approach. Consequently, it can reasonably be expected that as the field of educational facility planning becomes more systematic and scientific, the use of simulation models will increase. A selected bibliography of simulation works pertinent to the problems of educational facilities planning is provided in four parts: (1) general works, (2) university planning, (3) school planning, and (4) urban planning. (Author/MLF)

Descriptors: Bibliographies/ City Planning/ Community Programs/ *Computers/ Educational Resources/ Enrollment Projections/ *Facility Planning/ Housing Needs/ *Models/ Population Trends/ *Resource Allocations/ *Simulation/ Space Utilization/ Universities/ Urban Population

Identifiers: *Computer Simulation/ Elementary Secondary Education Act Title III/ ESEA Title III/ Monte Carlo Technique / Simu School/ University Planning

Descriptors: COMPUTERS — FACILITY PLANNING — MODELS — RESOURCE ALLOCATIONS — SIMULATION — COMPUTER SIMULATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED084682 88 EA005661

A Preliminary Evaluation of an Optimizing Technique for Use in Selecting New School Locations.

Hall, Fred L.

Chicago Board of Education, Ill. Dept. of Facilities Planning.

Aug 73 37p.: Related documents are EA 005 330, EA 005 530, and EA 005 660

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: 71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

During the past two decades, mathematical programing techniques have been widely utilized in the private sector for optimization studies in locating industrial plants, scheduling commodity flows, determining product mix, etc. However, their use in the public sector has been less extensive, partly because of the absence of a clear-cut profit motive and partly because of the difficulty involved in expressing public planning problems strictly in terms of economic variables. This report describes a case study carried out in Chicago, in which an integer programing technique was used to investigate a basic problem in planning allocation of attendance areas. The study demonstrates that programing techniques can also be useful for planning public facilities such as schools. While the particular results reported are specific to the case study, the mathematical model described and tested is generic and can readily be adapted to other areas. (Author)

Descriptors: Case Studies/ Educational Planning/ *Facility Planning/ *Mathematical Models/ Methods/ *Programing/ School Planning/ *Simulation/ *Site Selection/ Student Distribution/ Urban Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Simu School

Descriptors: FACILITY PLANNING — MATHEMATICAL MODELS — PROGRAMMING — SIMULATION — SITE SELECTION — PROJECT SIMU—SCHOOL

CROSS REFERENCES:

Section: A **Page(s):** 31–35

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED084681 88 EA005660
Charretting the Planning Process.
Cramer, Harold L.; Wehking, Robert J.
Chicago Board of Education, Ill. Dept. of Facilities Planning.
Jun 73 25p.; Related documents are EA 005 330, EA 005 530, and EA 005 661
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No.: 71-7619
Grant No.: OEG-5-71-0078(290)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This report addresses itself to an important part of educational planning--community involvement. During the past few years, a variety of techniques has been devised to make citizen participation in the planning process more effective. One technique which has been utilized with considerable success, particularly in the field of education facilities planning, is charrette--a technique for studying educational problems within the context of total community planning needs in a compressed time period. The authors provide a brief introduction to the technique and describe three case studies of its application. They also develop a step-by-step procedure for organizing a charrette. (Authors)

Descriptors: Case Studies/ *Community Involvement/ *Cooperative Planning/ *Decision Making/ Educational Change/ Educational Facilities/ Educational Planning/ Facility Planning/ *School Community Relationship/ School Design/ *Simulation

Identifiers: *Charrettes/ Elementary Secondary Education Act Title III/ ESEA Title III/ Simu School

Descriptors: COMMUNITY INVOLVEMENT — COOPERATIVE PLANNING — DECISION MAKING — SCHOOL COMMUNITY RELATIONSHIP

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED084659 88 EA005638

Delphi: Potential Uses in Educational Planning. Project Simu-School: Chicago Component.

Skutsch, Margaret; Hall, Diana

Chicago Board of Education, Ill. Dept.. of Facilities Planning.

Jul 73 30p.; Related documents are ED 055 366, and ED 005 330 and EA 005 530

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Delphi is a method for obtaining group judgments on factual matters for which precise information may not be available, and on values for which information is a matter of opinion. This paper discusses different applications of the Delphi method to educational planning and attempts to evaluate its potential in resolving the particular needs of the educational planning process. The technique is described and explained, and specific areas in which Delphi could be used are considered. Examples of cases in which the technique has been applied are presented. Particular attention is paid to the kinds of actors or participants who are likely to be involved in each decision area, and the most suitable designs for a Delphi exercise are outlined for each case. (Authors)

Descriptors: Business/ Curriculum Planning/ *Decision Making / *Educational Planning/ Evaluation/ Group Dynamics/ Human Relations/ *Information Retrieval/ Information Utilization/ Management/ *Opinions/ *Simulation

Identifiers: *Delphi Technique/ Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors: DECISION MAKING — EDUCATIONAL PLANNING — INFORMATION RETRIEVAL — OPINIONS — SIMULATION

CROSS REFERENCES:

Section: A **Page(s):** 31–35
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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED085693 EA005530

Planning for Future Forms of Education: Towards an Educational and Educational Facilities Planning Model.

Leu, Donald J.

Chicago Board of Education, Ill. Dept. of Facilities Planning.

May 73 56p.; A related document is ED 055 366; RR-2 of Improving the Educational (Facility) Planning Process/SIMU School

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.: BR-71-7619

Grant No.: OEG-5-71-0078(290)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The author provides an overview and conceptualization of the total educational and educational facility planning process. The presentation attempts to provide a simple practical outline for local planners, so they may actively engage in relevant educational facility planning, and a common conceptual base, so the various components of Project Simu-School may design research and development projects that will enhance the planning process. The author considers four alternative levels of educational planning: the educational facility plan (the most commonly utilized process for determining school building needs); the educational improvements needed for the system as a whole and translated into educational facility needs; the development of a comprehensive-coordinated land use plan of which the educational plan is a part; and the development of recommended plans for improving the quality of life and living for all residents--to increase lay citizen participation, understanding, control, and support of education; and diffuse and share planning and decisionmaking. (Author/DN)

Descriptors: Community Involvement/ Cooperative Planning/ Demography/ Educational Change/ Educational Objectives/ *Educational Planning/ *Facility Planning/ Land Use/ Management Information Systems/ *Models/ *School Community Relationship/ School Planning/ *Simulation/ Social Values/ Urban Education/ Urban Environment

Identifiers: Simu School

Descriptors: EDUCATIONAL PLANNING — FACILITY PLANNING — MODELS — SCHOOL COMMUNITY RELATIONSHIP — SIMULATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED083692 88 EA005529

A Career Development Center: A Model for School Employee Development.

Foster, Donald M.; Foster, Rick

Santa Clara County Office of Education, San Jose, Calif.

Aug 73 31p.; Related documents are EA 005 356 and 357

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: SIMU-RR-10 Bureau No.: BR-72-8111

Grant No.: OEG-9-72-0063(290)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The approach of the present project is to consider educational planning as an integrated process in which the facility becomes an integral part of the evolving education program and the teaching-learning situation. The products or output of the project, therefore, are directed toward the total process of educational planning and the procedures and methodologies which comprise it. In this paper, the authors present the point of view that in the future, the nonteaching personnel in the public schools should be encouraged to participate in learning activities using resources already available within the school plant. The participation of such personnel is seen as part of a program of career development involving lifelong learning, job upgrading, and career mobility. The authors also present a Career Development Model and describe a Career Development System which can, it is believed, provide more satisfied and productive workers (though perhaps fewer in number) and assure greater utilization of school facilities. Implications for facility planning are explored, with emphasis on a specific element of the Career Development Model: the Career Development Learning Center. (Author)

Descriptors: Continuous Learning/ *Educational Planning/ Facility Planning/ *Facility Utilization Research/ Job Development/ *Models/ *Nonprofessional Personnel/ Occupational Mobility/ School Personnel/ *Vocational Development/ Vocational Training Centers

Identifiers: Career Development/ Elementary Secondary Education Act Title III/ ESEA Title III/ Facility Utilization/ *SIMU School

Descriptors: EDUCATIONAL PLANNING — FACILITY UTILIZATION — MODELS — NONPROFESSIONAL PERSONNEL — VOCATIONAL DEVELOPMENT

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED083691 EA005528

A Data System for Comprehensive Planning in Education.

Higgins, K. Ronald; Conrad, M. J.

Council of Educational Facility Planners, Columbus, Ohio.

Sep 73 110p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The report addresses itself to a basic need for educational planning--a data base for comprehensive planning--and documents the development of a planning information system at the completion of the third stage in a proposed 15-stage process. As such, the report is only in its initial phases of development. However, it is being disseminated on a limited basis in order to inform educational planners about the nature of this particular task and to solicit comments and criticisms from readers as part of its evaluation. The document defines comprehensive educational planning; presents a planning model; describes a planning information system for a local educational agency; and discusses its various components, including the base data system, data trees, and data reports. It then presents detailed illustrations of the use of the data system in obtaining a raw profile, an algorithmic profile, policy/environmental conditions, and projected alternate states. The document concludes with a description of preliminary field testing of the model. (Author/DN)

Descriptors: Computer Oriented Programs/ *Data Bases/ Educational Needs/ *Educational Planning/ *Information Sources / Information Storage/ Information Systems/ *Management Information Systems/ Management Systems/ Models/ Program Evaluation

Identifiers: *SIMU School

Descriptors: DATA BASES — EDUCATIONAL PLANNING — INFORMATION SOURCES — MANAGEMENT INFORMATION SYSTEMS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED082284 88 EA005330
Simu-School: Center for Urban Educational Planning.
Chicago Board of Education, Ill. Dept. of Facilities Planning.
Apr 73 40p.; A related document is ED 055 366
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No.: 71-7619
Grant No.: OEG-5-71-0078(290)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Educational planners face a difficult task of providing quality education to large masses of urban students in the face of decreased revenues, soaring costs, shifting populations, and changing educational programs. Project Simu-School is intended to provide an action-oriented organizational and functional framework necessary for tackling the problems of modern day education planning. Its main objects are to improve the state-of-the-art in educational planning by encouraging research and development; updgrade planning in local areas; improve knowledge and skills of educational planners; investigate alternative strategies for specific planning problems; provide easy access to information about planning; and promote wider community involvement in the planning process. Federal funding has enabled five local education agencies to become components in the development of the national project. The locations and tasks of these agencies are cited. A detailed report of the Chicago component's first year activities and planned program is presented. (Page 33 may reproduce poorly.) (Author/MLF)

Descriptors: *Community Involvement/ *Educational Planning/ *Facility Planning/ Information Centers/ Information Dissemination/ Management Information Systems/ Models/ Program Coordination/ *Simulation/ *Urban Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Simu School

Descriptors: COMMUNITY INVOLVEMENT — EDUCATIONAL PLANNING — FACILITY PLANNING — SIMULATION — URBAN EDUCATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED079859 88 EA005357
Decentralizing the "Future Planning" of Public Education. Project SIMU School: Santa Clara County Component.
Candoli, I. C.; Leu, Donald J.
Santa Clara County Office of Education, San Jose, Calif.
Jun 73 36p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: RR-2 Bureau No.: 72-8111
Grant No.: OEG-9-72-0063(290)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This analysis draws on a variety of experiences with and models of centralized and decentralized school systems now in existence. The decentralized model or profile posed for consideration is intended as a basis for the development of a process by which indigenous models can be established for any locale as unique local variables are identified and understood. The paper draws implications for educational planning and development in the decentralized school plan. The authors debate the relative merits of centralization vs decentralization within the context of local control, educational costs, equality of educational opportunity, integration, community participation, individual rights, and the overall public interest. The authors also consider educational goals and program development under decentralization. (Author/DN)

Descriptors: Centralization/ Citizen Participation/ Community Involvement/ Community Role/ *Decentralization/ Decision Making/ *Educational Development/ Educational Equality/ Educational Finance/ Educational Objectives/ *Educational Planning/ Facility Planning/ *Models/ Program Development/ Public Education/ Relevance (Education)/ *School Organization

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Project SIMU School

Descriptors: DECENTRALIZATION — EDUCATIONAL DEVELOPMENT — EDUCATIONAL PLANNING — MODELS — SCHOOL ORGANIZATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED079858 88 EA005356
Goal Analysis Procedures. Project SIMU School: Santa Clara County Component.
Garman, Mark B.; Northall, Jane E.
Santa Clara County Office of Education, San Jose, Calif.
Jun 73 27p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: RR-8 Bureau No.: 72-8111
Grant No.: OEG-9-72-0063(290)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This paper addresses one element of the educational planning process -- the objectives to be attained as a result of the implementation. The authors first discuss objectives in the context of planning in general and the relationship of planning to the process of education. Within this context, the need for goal analysis is identified. Next, there follows a discussion of organization goals; goal discovery, structures, and analysis; and regret functions. The presentation concludes with a discussion of a dynamic goal programing model and some goal programing solution procedures. The information provided is intended for a variety of audiences including both experienced and inexpreienced educational administrator-planners, one-time users, and educational planners in general. Each section of the paper is identified as being appropriate to one particular audience type. The material is also categorized and identified according to school facility planning, educational planning, urban-educational planning, and comprehensive planning. (Author/DN)

Descriptors: Cost Effectiveness/ Educational Finance/ *Educational Objectives/ *Educational Planning/ *Facility Planning/ *Goal Orientation/ *Mathematical Models/ Models/ Objectives/ Programing/ Public Education/ Regional Planning/ Speeches

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Goal Analysis/ *Project SIMU School/ Regret Functions

Descriptors: EDUCATIONAL OBJECTIVES — EDUCATIONAL PLANNING — FACILITY PLANNING — GOAL ORIENTATION — MATHEMATICAL MODELS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Computer-Based Planning Resources: Project Simu-School

Project Site: Dallas, Texas

ED055366 24 EA003869
Simu-School: A Tool and Process for Educational Planning. Final Report.
Burr, Donald F.
American Inst. of Architects, Washington, D.C.; Technomics, Inc., Chicago, Ill.
Sep 71 91p.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No.: BR-0-I-125(X)
Grant No.: OEG-X-71-0007(057)
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The greatest challenge facing education today is the need to plan adequately for the future. Effective educational planning can work only if all elements of the community are involved in the decisionmaking process, the relevant factors and variables in the educational environment are considered, and the nature of the learning/teaching process in education is understood. As proposed, SIMU-SCHOOL would use simulation techniques to recreate the educational planning process. By utilizing a management information system as an educational tool, SIMU-SCHOOL would create a time-compressed simulation of a series of planning problems. Using this simulation technique, educational and community planners could become involved and would experience the results of their decisions within a few days instead of several years. (Author/RA)

Descriptors: *Architects/ *Community Involvement/ Computer Science/ Data Bases/ *Decision Making/ Educational Environment / *Educational Planning/ Educational Problems/ Management Information Systems/ Planning/ *Simulation/ Technological Advancement
Identifiers: Simu School

Descriptors: COMMUNITY INVOLVEMENT — DECISION MAKING — EDUCATIONAL PLANNING — SIMULATION

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED132216 UD016571

Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September, 1975- August, 1976.

Turner, W. E.; And Others

Wichita Unified School District 259, Kans.

Jul 76 136p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Bureau No.: BR-7-6030

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

During the 1965-76 school year, ESEA Title I programs in Wichita, Kansas were conducted in 20 Title I target elementary schools and 52 extended service elementary schools. Programs included corrective reading, mathematics, and preschool components. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships. Five thousand six hundred and two pupils were involved in regular year programs. There were 3048 pupils in corrective reading with 2154 in mathematics, some of whom may have been in both programs. Seventy-six percent of the pupils met or exceeded the stated major performance for reading that pupils should gain .8 of a month on the California Reading Test for each month of instruction. Fifty-five percent of 2,054 pupils with pretest and posttest scores met the mathematics performance objectives on posttests. These objectives were measured by criterion referenced basic skills tests. (Author/JM)

Descriptors: Annual Reports/ Basic Skills/ Delinquent Rehabilitation/ Elementary Schools/ Elementary Secondary Education/ *Institutionalized Persons/ Mathematics Instruction / *Parent Education/ *Preschool Education/ *Program Evaluation / Reading Programs/ *Remedial Instruction/ Summer Programs/ Tuition Grants/ Urban Education

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ *Kansas (Wichita)

Descriptors: INSTITUTIONALIZED PERSONS — PARENT EDUCATION — PRESCHOOL EDUCATION — PROGRAM EVALUATION

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED113415 UD015553

Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September 1974 - August 1975.

Turner, W. E.; And Others

Wichita Unified School District 259, Kans.

Jul 75 128p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Bureau No.: BR-7-5131

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Various programs listed under the categories of instructional components, supportive components, and summer activities are evaluated here. Programs under instructional components include corrective reading programs, primary-intermediate mathematics, neglected children's institutional programs, business education for delinquent children, and preschool programs. The supportive components describes the parent education program. Included in the summer activities programs are early start, neglected children's program, delinquent children's program, tuition scholarships, basic primary and corrective reading, and primary and intermediate math. Delivery of service is seen to have become more concentrated with fewer schools identified as Title I targets and with fewer programs being continued. Evaluation of performance objectives in the neglected and delinquent institutions is considered to be inconclusive because of the short length of time most pupils are institutionalized while involved in the program. Seventy-four percent met or exceeded stated objectives for reading; 77-98 percent met the objectives in mathematics; and over 96 percent in preschool program met the stated objectives. (Author/AM)

Descriptors: Business Education/ *Compensatory Education Programs/ Corrective Institutions/ Culturally Disadvantaged/ Delinquents/ Economically Disadvantaged/ Educational Programs/ *Federal Programs/ Institutionalized (Persons)/ Mathematics/ Minority Group Children/ Parent Education/ Preschool Programs/ *Program Effectiveness/ *Program Evaluation/ Remedial Reading Programs/ Scholarships/ Socially Disadvantaged/ Special Programs/ Summer Programs

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ Kansas (Wichita)

Descriptors: COMPENSATORY EDUCATION PROGRAMS — PROGRAM EFFECTIVENESS — PROGRAM EVALUATION — ESEA TITLE I — KANSAS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED098276 32 UD014626
ESEA Title I Evaluation Report: Programs for Educationally Deprived Children. September 1973-August 1974.
Turner, W. E..; And Others
Wichita Unified School District 259, Kans.
Aug 74 164p.
Sponsoring Agency: Kansas State Dept. of Public Instruction, Topeka.; Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

The major thrust of 1965 Elementary Secondary Education Act Title I, or Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth), has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the system. Title I services were extended to 74 elementary schools and three junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction, mathematics instruction, and supportive services. In addition to the instructional activities mentioned above, other instructional programs were: Business Education for Delinquent Children, Neglected Children's programs, and Pre-School programs. Service activities were: Supplementary Counseling, Supplementary Health, and Family Social Services and Attendance. Also a broad range of similar activities was conducted during June and July as a part of the Title I summer school. A total of 4,292 public and 243 nonpublic children participated in all phases of Title I. Sixty-two percent of the pupils achieved at least one month's gain per month of instruction on the Gates-MacGinitie Vocabulary Test. (Author/JM)

Descriptors: Business Education/ *Compensatory Education Programs/ Delinquents/ Elementary School Students/ Institutionalized (Persons)/ Preschool Programs/ *Program Evaluation/ Pupil Personnel Services/ Remedial Mathematics/ *Remedial Reading/ *Summer Programs
Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ Kansas/ *Wichita

Descriptors: COMPENSATORY EDUCATION PROGRAMS — PROGRAM EVALUATION — REMEDIAL READING — SUMMER PROGRAMS

CROSS REFERENCES:

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED084337 UD013974
ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September, 1972-August, 1973.
Turner, W. E.; And Others
Wichita Unified School District 259, Kans.
Aug 73 186p.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Special Programs to Enhance the Education of Disadvantaged Youth (Project SPEEDY) was in its seventh year of Title I funding, the main thrust being in the area of corrective reading and other programs designed to promote language development. Although concentrating funds on fewer students has been made increasingly difficult by busing pupils, because of busing, basic Title I services were extended to 78 other schools. Other instructional programs were: Art Therapy, Primary Mathematics, Keyboard Music, Business Education for Delinquent Children, Neglected Children's Programs, and Preschool Programs. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Vocabulary and Reading Comprehension sections of the Gates-MacGinitie Test. Test results showed that 58 percent of the pupils achieved at least one month's gain per month of instruction on the Vocabulary section, as the same percentage did to the same extent on the Comprehension section. Results of the Primary Math Project for pupils in the kindergarten, first, and second grades showed that mean gains from pretest to posttest exceeded expectations. (RJ)

Descriptors: Art/ Business Education/ Bus Transportation/ *Corrective Reading/ Disadvantaged Schools/ *Disadvantaged Youth/ Elementary Grades/ *Federal Programs/ Language Development/ Mathematics Instruction/ Music/ Preschool Programs/ Private Schools/ *Program Evaluation/ Public Schools / Reading Comprehension/ Summer Programs/ Vocabulary Development

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ Gates MacGinitie Test/ Kansas

Descriptors: CORRECTIVE READING — DISADVANTAGED YOUTH — PROGRAM EVALUATION — ESEA TITLE I — KANSAS

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED073194 UD013223

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September, 1971-August, 1972.

Turner, W. E.; And Others

Wichita Public Schools, Kans.

Aug 72 533p.

Sponsoring Agency: Kansas State Dept. of Education, Topeka. ESEA Title I Office.

EDRS Price MF-$0.92 HC-$27.29 PLUS POSTAGE

The sixth full year of Title I, Elementary Secondary Education Act programs in Wichita, Kansas has just been completed. As in previous years, the major thrust of Title I or Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of Federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by integration efforts. Because of busing, Title I services were extended to 50 additional elementary schools and 14 additional junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction and attendance services. With the exceptions of corrective reading and attendance services, most other Title I activities were concentrated on the early elementary grades and pre-school. While a total of 4887 public and 291 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 1703 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Reading Test and on the pretest-posttest gain in the instructional reading grade level which was a teacher evaluation. (Author/JM)

Descriptors: Bus Transportation/ *Compensatory Education Programs/ Educational Resources/ Private Schools/ *Program Evaluation/ *Reading Programs/ Remedial Reading/ Resource Allocations/ *School Integration/ Student Transportation/ Transfer Programs

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Kansas

Descriptors: COMPENSATORY EDUCATION PROGRAMS — PROGRAM EVALUATION — READING PROGRAMS — SCHOOL INTERGRATION

CROSS REFERENCES:

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Section: B

TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED057144 UD011953

ESEA Title I Evaluation Report Programs for Educationally Deprived Children, September, 1970 - August, 1971.

Turner, W. E.; And Others

Wichita Unified School District 259, Kans.

Sep 71 61p.

EDRS Price MF-$ 1.08 HC-$31.10 PLUS POSTAGE

Wichita's activities funded under ESEA Title I, designed to improve educational opportunities for its disadvantaged youth, began in the spring of 1966. The major thrust has been in the area of corrective reading and other programs designed to promote language development. Integration policies using busing prevented the concentration of funds on fewer recipients. While a total of 9129 public and 356 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 2400 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pre-post test comparison of results on the Gates-MacGinitie Reading Test and on the pretest to posttest gain in the instructional reading level. During the eight-month period between tests, corrective reading pupils made from 0.7 to 2.1 average grade level gains. Normal gain expectancy would have been 0.8. Average vocabulary grade level gains were from 0.6 to 1.0. Average comprehension grade score gains were from 0.6 to 1.2. All grades but one exceeded the normal gain expectancy on the instructional reading grade level. Seven of eight tested equalled or exceeded normal gain expectancy in vocabulary. Five of the grades equalled or exceeded normal gain expectancy in comprehension. (JM)

Descriptors: Art Education/ *Compensatory Education Programs / Counseling Services/ Delinquent Rehabilitation/ Educationally Disadvantaged/ Elementary School Students/ Health Services/ Lunch Programs/ *Program Evaluation/ *Reading Programs/ *Remedial Reading/ Secondary School Students/ Teacher Aides

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Kansas

Descriptors: COMPENSATORY EDUCATION PROGRAMS — PROGRAM EVALUATION — READING PROGRAMS — REMEDIAL READING — ESEA TITLE I — KANSAS

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title OneCorrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED049349 UD011452

ESEA Title I Evaluation Report. Programs for Educationally Deprived Children, September, 1969-August, 1970. Summer School Programs, June 1970-August, 1970.

Wichita Unified School District 259, Kans.

Sep 70 505p.

EDRS Price MF-$ 0.92 HC-$26.02 PLUS POSTAGE

This is the evaluation report of the fourth year of ESEA Title I programs in Wichita, Kansas called Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth). While the major thrust was in the area of corrective reading and other language development programs, other instructional offerings included mathematics, music, art, and business education. A number of other services and supplementary programs were also offered. Problems encountered included the governmental policy of concentration of funds on fewer recipients, which was made more complicated by busing policies to further integration efforts. Pupils showed improvement in reading vocabulary and comprehension. A very high percentage of pupils with attendance problems came from families with lower educational achievement. Enrichment was also provided during summer programs. (Author/DM)

Descriptors: *Ancillary Services/ Attendance/ Business Education/ Bus Transportation/ Compensatory Education Programs / *Educational Disadvantagement/ *Government Role/ Language Development/ Mathematics Education/ *Program Evaluation/ Reading Programs/ School Integration

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I Programs

Descriptors: ANCILLARY SERVICES — EDUCATIONAL DISADVANTAGEMENT — PROGRAM EVALUATION

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TOPIC: Developer/Demonstrator - 1978 - 79

Project: Title One Corrective Reading Program (TOCR)

Project Site: Witchita, Kansas

ED045785 UD011125

Corrective Reading Programs, Wichita, Kansas: Model Programs. Childhood Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

70 20p.; Prepared for the White House Conference on Children, December 1970

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No.: OE-20158

Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Catalog no. HE-5.220:20158, $0.20)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Prepared for a White House Conference on Children (December 1970), this report describes the Corrective Reading Program of Wichita, supported in target areas by funds from ESEA Title I and considered an effective large-scale remedial program which operates in the public schools. Special classes are held in each school building in which the program operates, and a standardized system of referral has been set up. A number of schools not in the target area have adopted a similar approach, but are funded by the school district. Thus the concept of governmental grants as "seed money" has been realized. The program is note-worthy in the light of the student's reception of it--they regard participation in it as a privilege--and also in the light of its low cost--only 200 dollars per pupil above Wichita's normal expenditure of 603 dollars per pupil. The program focuses on corrective reading in the elementary and junior high grades rather than in the high schools, though the board of education has successfully experimented with multimedia learning laboratories at the high school level. Attention has also shifted to the lower graders, so that the second grade is now a major source of corrective pupils. A summer school is in operation. For other booklets in the series, see UD 011 120-124. (Author/JM)

Descriptors: Changing Attitudes/ *Compensatory Education Programs/ Comprehension Development/ *Corrective Reading/ *Disadvantaged Youth/ Elementary Education/ Federal Programs/ *Instructional Technology/ Reading Improvement/ Remedial Reading Programs/ Secondary Education/ Self Concept/ Teaching Methods

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ Kansas

Descriptors: COMPENSATORY EDUCATION PROGRAMS — CORRECTIVE READING — DISADVANTAGED YOUTH — INSTRUCTIONAL TECHNOLOGY

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED145100 08 CE012329

New York State Adult Functional Literacy Models. Final Report.

Heller, Barbara R.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

177p.

Sponsoring Agency: New York State Education Dept., Albany. Div. of Continuing Education.; Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

This report discusses a nationwide study of Adult Performance Level (APL) which involved sixteen projects in seven states and was conducted to (1) examine the University of Texas at Austin's APL study and describe the results and recommendations in terms of the adult needs in New York State; (2) examine several New York State Adult Basic Education (ABE) programs and to describe the intra-state variations; (3) examine selected APL materials and guidelines developed in other states to identify those aspects that should be considered as potential paths for New York State to pursue; and (4) design a set of models for incorporating an APL emphasis into existing New York State ABE programs. The body of this report is organized into the following five sections: (1) discussion of the generic background including a critical description of the APL study; (2) description and comparison of those curricula that reflect the findings of the APL study; (3) discussion which focuses on the integration of APL-type and ABE activities and emphasizes emerging credentially efforts; (4) presentation of an overview of staff development efforts; and (5) description of the more feasible of the alternatives that exist for the New York State Education Department when making policy decisions regarding future directions in adult literacy programs. The appendix comprises one-half of this report and includes site visit reports of the sixteen projects. (EM)

Descriptors: *Adult Basic Education/ Board of Education Policy/ *Educational Alternatives/ Educational Certificates/ *Educational Development/ Educational Objectives/ Field Studies/ Futures (of Society)/ Literacy Education/ *Models/ Performance Based Education/ Policy Formation/ Program Descriptions/ Program Development/ Staff Improvement/ State of the Art Reviews/ *State Programs

Identifiers: *Adult Performance Level/ New York/ United States

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED141592 08 CE011638

Adult Competency Education Resources.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Apr 77 43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

A compilation of brief descriptions of 20 current resources for Adult Performance Level (APL) and Adult Competency Education (ACE) programs, this guide was developed for adult and secondary education administrators, teachers, and program developers who are beginning or are already involved with APL/ACE programs. Each citation contains information regarding the product, users, contacts, and availability. The resources included are The LIFE Adult Coping Skills Reading Modules; Adult Competency Instructional Guide; Program Summary and Selected Curriculum Modules; Adult Competency Education Job Descriptions; Consumer Information Catalog; The Adult Performance Level Program of the American College Testing Program; Just Around the Corner consumer education program; Adkins Life Skills Program; Development of a Performance Assessment System for the Central New York External High School Diploma Program; Report on Adult Learners; New York State External High School Diploma Program; The Providence Learning Activity Packages; Learning for Living Instructional Modules; Arrangement of Publishers' Listings; Slide/Tape Programs on APL in Texas; revision of ABC's in APL; The APL Final Report (University of Texas project); The APL Competency-Based High School Diploma Pilot Project in Texas; major 1975 national speeches by Commissioner Bell on restructuring adult education and by Virginia H. Knauer on consumer skills; and APL: A Ferment in Education. (EM)

Descriptors: *Adult Education/ *Educational Resources/ Instructional Materials/ *Performance Based Education/ Resource Guides/ Resource Materials/ Secondary Education

Identifiers: Adult Competency Training/ Adult Performance Level

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED137569 CE010557

Adult Competency Instructional Guide Based on Adult Performance Level Studies. Career Education for Adults. Consumer Economics Module. Health Module.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

74 481p.

Sponsoring Agency: Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$1.00 HC-$26.11 Plus Postage.

Developed at Auburn University, Alabama, and based on Adult Performance Level (APL) research conducted at the University of Texas, the two teaching modules for adult career education in this curriculum guide are for the health and for the consumer economics curriculum areas. Focus is on development of basic skills in communication, problem solving, and interpersonal relationships. The format for each module is the same: performance objectives broken down into tasks followed by suggested instructor activities, learner activities, and resources for each task. Suggested advanced tasks for certain performance objectives are also included in each module along with a bibliography for suggested resources not included under the individual tasks. The instructional goal stated for the consumer economics module is to manage a family economy and to demonstrate an awareness of sound purchasing practices. It contains 19 performance objectives. The instructional goal stated for the health module is to insure good mental and physical health for the individual and the family. Material is organized around nine performance objectives. (HD)

Descriptors: *Adult Education/ Basic Skills/ Communication Skills/ *Consumer Education/ *Curriculum/ Curriculum Guides/ *Health Education/ Instructional Materials/ Interpersonal Competence/ Learning Modules/ *Performance Based Education/ Problem Solving

Identifiers: Adult Performance Level/ Alabama

EJ144153 AA523364

APL: A Ferment in Education

Roth, Edith

American Education, 12, 4, 6-9 May 76

The Adult Performance Level Study generates a pulse of activity that is sending adults back to school to acquire or sharpen basic skills. (Editor)

Descriptors: *Adult Education/ *Program Descriptions/ *Reading Programs/ *Educational Objectives/ *Literacy/ Skill Development/ Extension Education/ Secondary Education/ Task Performance

Identifiers: *Adult Performance Level Study

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED132360 CE009076

A Curriculum Guide for Adult Educators Based on the Adult Performance Level Study.

Basner, Shari; And Others

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

76 216p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Rhode Island State Dept. of Education, Providence.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This curriculum guide was developed in Phase II of a two-phase project designed (1) to develop a model curriculum guide for all adult basic education programs in Rhode Island that reflects the goals and objectives of the Adult Performance Level Study (a study which stressed the need for adult educators to become involved with the concepts of competency-based education, coping skills, life skills, and functional literacy), and (2) to develop a behavioral objectives bank (appendix A) based on the content of the guide. The guide is designed to aid the teacher in using five content areas as the basis for instruction in literacy skills and which are structured around recognizable issues and personal needs of adult students. Introductory information provides suggestions for using the guide at the classroom or individual level, and gives an overview of objectives for each content area. The five content areas, presented in separate sections, are (1) Occupational Knowledge, (2) Consumer Economics, (3) Health, (4) Community Resources, and (5) Government and Law. Objectives and related activities, and a bibliography follow each content area. The Behavioral Objectives Bank and a listing and brief description of audiovisual materials are appended. (WL)

Descriptors: *Activity Units/ *Adult Basic Education/ *Basic Skills/ Community Resources/ Consumer Education/ Curriculum Guides/ *Daily Living Skills/ Employment/ Governance/ Health Education/ Laws/ *Readiness/ *Skill Development

Identifiers: Adult Performance Level

Descriptors:

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Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED130048 CE008267

Competency-Based Adult Education Report.

Bureau of Occupational and Adult Education (DHEW/OE). Washington, D.C. Div. of Adult Education.

Jul 76 13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This resource guide for adult education personnel describes programs and publications on APL (Adult Performance Level) and Competency-Based Adult Education (CBAE). Includes: (1) Descriptions of APL examination programs developed by the American College Testing Program, (2) brief description of Missouri project on the identification of adult basic education teacher competencies, (3) annotations of six miscellaneous resources (slide/tape program, resource books, catalogs, adult competency instruction guide, etc.), (4) short description of San Francisco State University staff development project, (5) a brief description of state directors' conference in Dallas, Texas, and (6) notes on APL activities at various conferences. Addresses for obtaining resources and more complete reports are included. (WL)

Descriptors: Administrator Guides/ Adult Basic Education/ *Adult Education/ Adult Education Programs/ Educational Resources/ *Performance Based Education/ Program Descriptions/ Resource Guides

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED124872 CS002674

Competency-Based Adult Education Research and Innovation Catalog.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Feb 76 35p.; Some pages may have poor marginal reproducibility

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This document contains abstracts describing competency-based programs related to the Adult Performance Level (APL) project and adult education. The catalog is divided into two sections: state program implementation and local program implementation. The first section describes programs and research projects currently active in Alabama, California, Kansas, Louisiana, New York, Oregon, Texas, and Tennessee. Many of the program descriptions include the history of the project, the major program objectives, the process, and the expected outcomes and products. A contact person is usually listed as well. The second section describes programs at Northwest Iowa Technical College; at Lincoln Technical Center in Venice, Illinois; and in the Urbana School District in Urbana, Illinois. Several of the programs discuss the competency-based external high school diploma which is an alternative to the four-year high school diploma program based on Carnegie units and to the General Education Development (GED) Test. (TS)

Descriptors: Adult Education/ *Adult Education Programs/ *Adult Programs/ Adult Students/ Illiterate Adults/ *Performance Based Education/ *Program Descriptions/ *Program Guides/ Reading Programs

Identifiers: *Adult Performance Level/ APL/ *External High School Degrees

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED114609 CE005473
Adult Functional Competency: A Summary.
Texas Univ., Austin. Div. of Extension.
Mar 75 30p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The Adult Performance Level (APL) project summary specifies the competencies which are functional to economic and educational success in society and describes devices developed for assessing those competencies. The APL theory of functional competency identifies adult needs in general knowledge areas (consumer economics, occupational knowledge, community resources, health, and government and law) and in primary skills (communication skills, computation skills, problem solving skills, and interpersonal relations skills). The APL project methodology involved the following activities: specification of competencies, development of performance indicators, field test and subsequent revision, national assessment of competency, and determination of competency levels. Three APL levels are identified: APL 1--adults functioning with difficulty, APL 2--functional adults, and APL 3--proficient adults. An APL national survey (five samples totaling 7,500 adults) on functional competency reports the competency levels of adults according to knowledge and skill areas and demographic groupings, with 20% falling in the APL 1 category. Additional performance data related to general knowledge areas and primary skills are provided. Possible methods for APL implementation and dissemination in the classroom, local program, State, and national levels are suggested as well as its implications for elementary and secondary education. Appended materials include additional notes on APL goals, objectives, and tasks. (Author/EC)

Descriptors: *Adult Characteristics/ Adult Education/ Adults / Basic Skills/ Daily Living Skills/ *Functional Illiteracy/ Individual Needs/ *Knowledge Level/ National Competency Tests/ *National Surveys/ Performance Criteria/ Performance Factors/ Performance Tests/ *Success Factors

Identifiers: Adult Performance Level/ APL

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED101099 CE002842

A Research and Development Project to Design a System and Supporting Materials, to Provide an Adult Performance Level (APL) in Four Major Sub-Areas for Adult Basic Education.

Texas Education Agency, Austin. Div. of Adult and Continuing Education.; Texas Univ., Austin. Div. of Extension.

Nov 72 75p.; A preliminary report prepared for the Adult Performance Level State Directors Advisory Conference (November 2-3, 1972)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

In accordance with the national aims for adult literacy programs, an Adult Performance Level (APL) project was devised whose primary goal was to produce sequential tests of APL objectives derived from the requirements of adult living in four major areas: reading, writing, computation, and general knowledge. To document these abilities and skills that minimally performing adults must have and to identify characteristics distinguishing the successful from the nonsuccessful functioning adult, field interviews were conducted with 49 individuals in 25 State and Federal agencies and foundations whose work related to minimally performing adults. A nationwide field test was conducted which, together with the earlier interviews and a literature search, enabled project personnel to identify nine general areas in which minimally performing adults must be able to function. Objectives and tasks were assigned to each of the nine areas. The general knowledge areas are: occupational knowledge, consumer economics, health, community resources, government and law, and transportation. Basic skill areas are: communication skills, problem solving techniques, and interpersonal dynamics. (A 10-page bibliography is included.) (AG)

Descriptors: Adult Education Programs/ *Adult Literacy/ Communication Skills/ Community Resources/ Consumer Economics/ *Daily Living Skills/ Educationally Disadvantaged/ *Educational Objectives/ *Educational Research/ Functional Illiteracy/ Government (Administrative Body)/ Health/ *Identification/ Interpersonal Competence/ Laws/ Occupational Information/ Problem Solving/ Transportation

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED091672 CS001141

Functional Literacy for Adults; A Status Report of the Adult Performance Level Study.

Northcutt, Norvell

May 74 14p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Funded by the Bureau of Adult, Vocational, and Technical Education of the Office of Education, the Adult Performance Level (APL) study has as its objectives: to describe adult functional literacy in pragmatic, behavioral terms and to develop devices for the assessment of literacy which will be useful at a variety of operational levels. Two years of research has led to three conclusions: literacy is a construct which is meaningful only in a specific cultural context; literacy is two-dimensional, rather than uni-dimensional; and literacy is a construct which is directly related (in a mathematical sense) to success in adult life. To define success the APL uses an index which is a composite of income, level of education, occupational prestige, and a measure of expressed personal satisfaction with one's vocation and general status in life. In order to estimate population parameters and to perform a final validation of the items and objectives, a national survey on the areas of occupational knowledge and consumer economics, conducted by Opinion Research Corporation according to APL specifications, has just been completed. The results suggest that far more adults are "illiterate," in the sense of being able to apply skills to problem areas which are derived from pragmatic adult requirements, than was expected. (WR)

Descriptors: Adult Basic Education/ *Adult Literacy/ Illiteracy/ Language Ability/ Literacy/ Literacy Classes/ National Surveys/ Reading/ *Reading Research/ *Reading Skills

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED079993 EM011369

Teaching Statistics, While Simultaneously Saving Time, Chalk, Etc...

Edgar, S. Michael

Texas Univ., Arlington. Dept. of Business Administration.

Jun 73 9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The interactive computer terminal provides an opportunity to teach statistics innovatively. A new computer-assisted instructional (CAI) program helps students by taking over the burden of computation. The instructor introduces a theoretical topic, describes its use, works examples, and has the students work a problem, doing the computation manually. Additional problems are then worked on the computer. The computer programs are written in conversational style to facilitate clear understanding and to reinforce for the students the steps followed. The program: 1) provides an introduction on methodology; 2) asks for data and shows how to enter them; 3) checks data accuracy and conducts calculations; and 4) gives results. Repetition is available and students control what they receive. All relevant portions of a topic are presented at one time, and the user can sample all aspects of the problem which interest him before arriving at the final solution. Students who use the CAI program save time, achieve better overall understanding of statistics, and learn to deal with statistical material from other areas. Their manual computational skills, however, are not well developed. (PB)

Descriptors: *Calculation/ *College Instruction/ *Computer Assisted Instruction/ Computer Programs/ Higher Education/ *Instructional Innovation/ Man Machine Systems/ Program Descriptions/ *Statistics

Identifiers: 360 APL Interactive Terminal

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Adult Performance Level Study (APL)

Project Site: University of Texas, Austin, Texas

ED072632 EM010720

Development of an APL Program for Generating Punctuation and Usage Exercises in Freshman English. Technical Report Number 13.

Freed, Michele; Bunderson, C. Victor

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Dec 71 26p.

Sponsoring Agency: National Science Foundation, Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

During the years 1968-1971, the Computer-Assisted Instruction Laboratory at the University of Texas at Austin has developed and implemented three major program designs for use in teaching English punctuation and usage. The initial design was a frame-by-frame approach in which each instruction was prepared by the author and coded separately. The second program took the parts of the original program that could be generalized (i.e., the sentences from the quizzes, exercises, and examples) and put them into sentence pools that were referenced by the program. The third program utilized the workable concepts of the second program, added to them, elaborated on them, and translated the entire program into APL (programing language). Comparisons among the features of the three versions are made, and an appendix provides a number of flow charts from the programs. (Author/RH)

Descriptors: *College Freshmen/ *Computer Assisted Instruction/ *Computer Programs/ *English Education/ Language/ Language Arts/ Program Descriptions/ *Punctuation

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Career Intern Program

Project Site: Philadelphia, Pennsylvania

ED145231 CE013239

The Career Intern Program: Final Report. Volume II. Technical Appendices. NIE Papers in Education and Work: Number Seven.

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.

May 77 231p.: Pages 81 to 95 have been removed because of copyright. For a related document see ED 142 795

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Contract No.: NE-C-00-3-0122

Education and Work Group, National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 2020 (single copies available at no cost)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

This volume is the technical appendixes to the evaluation study (ED 142 795) of the Career Intern Program (CIP), a program effort to help urban youth get a basic education and further training or a paying job. These appendixes include descriptions of the evaluation design, study sample, statistical treatment of the data, and measures used, including commercially available standardized tests and instruments developed by the authors for the study; thirty tables showing raw scores and frequency distributions on pre- and posttests (academic achievement personal-social growth, and Super Career Development Inventory) for both experimental and control groups; fifteen tables showing analysis of covariance results; and some methodological notes on measures, including preconditions for change and biases. Attached to this volume are some of the standardized tests used, four instruments developed by the authors for data collection (CIP Intern Interview, CIP Parent Interview, CIP Graduate Intern Questionnaire, and Employer Questionnaire: Graduate Intern Follow-up), field guides for interviews conducted during the study, and a report comparing the cost of CIP to the costs of a high school program in Philadelphia. (EM)

Descriptors: Data Collection/ Evaluation Methods/ Field Interviews/ High School Students/ Post Testing/ Pretests/ *Program Effectiveness/ Program Evaluation/ Research Methodology/ Secondary Education/ Standardized Tests/ *Statistical Analysis/ *Tables (Data)/ Test Results/ *Urban Youth/ *Vocational Development

Identifiers: *Career Intern Program

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Career Intern Program

Project Site: Philadelphia, Pennsylvania

ED116868 95 CE006413

The Career Intern Program: Preliminary Results of an Experiment in Career Education. Technical Appendix. Volume 2.

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.; Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.

Jun 75 104p.; For Volume 1, see CE 005 972

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0122

EDRS Price MF-$0.83 HC-$6.01 Plus Postage

The technical appendix to "The Career Intern Program: Preliminary Results of an Experiment in Career Education," Volume 1, reports on the research designs used for evaluating the Career Intern Program's (CIP) effectiveness in increasing the student's cognitive skills, academic achievement, vocational adjustment, future orientation, and self-image as compared to students who did not participate in CIP. Section I (156 pages) focuses on the experimental evaluation design and the following instruments used: (1) career development inventory, (2) self-esteem inventory, (3) internal-external scale, (4) CIP intern interview, (5) CIP parent interview, (6) CIP graduate intern questionnaire, and (7) employer questionnaire: graduate interns followup. Tabulated raw data, the basis for discussion in Volume I, are presented for the following areas: (1) intern characteristics when they enter CIP: frequency distributions of pretest measures; (2) gains made by interns over the first 10 weeks: pooled frequency distribution of pre- and post-tests for cohorts entering January and June 1974; and (3) differential gains made by subgroups of the January and June cohorts over the first 10 weeks. Section 2 presents the ethographic design used to collect qualitative data comprising the program description and case studies in Volume 1. Section 3 contains figures on cost per intern. (Author/EC)

Descriptors: *Career Education/ Comparative Analysis/ Data Collection/ *Evaluation Methods/ Experimental Programs/ Followup Studies/ Instructional Student Costs/ *Internship Programs/ Measurement Instruments/ Program Effectiveness/ *Program Evaluation/ Questionnaires/ *Research Design/ Research Methodology/ Student Characteristics/ Student Evaluation/ Tables (Data)

Identifiers: *Career Intern Program/ CIP

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TOPIC: Current JDRP Project Document

Project: Career Intern Program

Project Site: Philadelphia, Pennsylvania

ED113527 95 CE005059

Career Initiation in Association with Alienation from Secondary Schools: A. An Operational Model and Its Literature. Information Analysis No. 5A.

Tiedeman, David V.; Miller-Tiedeman, Anna

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Sep 75 51p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 ($3.00)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The first chapter of the literature review describes the Career Intern Program (CIP), a cooperative career education venture of the Opportunities Industrialization Centers of America and two Philadelphia high schools, which is composed of three steps: career awareness (general orientation, development, motivation); career exploration (academic instruction, career expectation instruction, hands on work experiences); and career specialization (on-the-job training, technical schools, community college). Chapter 2 describes the identification of the potential dropout with respect to the following factors: the verbal deficit, the individual student's personality, environmental factors, and student self-concepts. The remaining two chapters review the literature of career education programs similar to CIP throughout the rest of the U.S. Chapter 3 surveys primary prevention programs and deals separately with: programs to change the schools themselves, targeted educational programs, remedial educational programs, vocational educational programs, counseling programs, and work study programs. Chapter 4 surveys rehabilitation programs, and deals separately with: continuation education, rehabilitating the dropout, and rehabilitating the juvenile delinquent. (JR)

Descriptors: Career Awareness/ *Career Education/ Continuation Education/ Counseling Programs/ Delinquent Rehabilitation/ Dropout Characteristics/ Dropout Prevention/ Dropout Problems/ *Dropout Programs/ Dropout Rehabilitation/ *Dropouts/ *Educational Programs/ *Literature Reviews/ Potential Dropouts/ Relevance (Education)/ Remedial Programs/ Secondary Education/ Student Alienation/ Vocational Education/ Work Study Programs

Identifiers: Career Intern Program/ CIP

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Child - Parent Activity Centers

Project Site: Chicago, Illinois

ED095228 UD014486

ESEA Title I, Child Parent Centers, 1972-73. Final Evaluation Report.

Institute for the Development of Educational Auditing. Arlington, Va.

Mar 74 55p.

Sponsoring Agency: Chicago Board of Education, Ill. Dept. of Government Funded Programs.

IBEX, Inc., 1121 Arlington Boulevard, Suite 57, Arlington, Va. 22209 (Price not quoted)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The Child Parent Education Centers, funded through Title I of the Elementary Secondary Education Act of 1965, are administered by the Chicago Board of Education in areas characterized by a high density of low-income families. Approximately 2100 children, ages three through nine, are enrolled in the 11 centers which offer up to six years of education including two years of preschool education, kindergarten, and primary grades one, two, and three. The Child Parent Education Centers have the purpose of building, in early childhood, a strong foundation for cognitive and affective growth. The centers develop factors contributing to this foundation with programs using multiple techniques and approaches including: (1) direct parent involvement in the center program and in activites designed to meet parent needs; (2) elimination of factors, such as social and health problems, that may interfere with successful learning experiences; (3) use of learning materials which incorporate a specific learning approach; (4) structuring readiness and reading programs so the frequent feedback is available; and (5) directed experiences that contribute to skill development. Participants in the two year preschool program are selected from three and four year old children residing in the individual attendance areas. (Author/JM)

Descriptors: *Early Childhood Education/ Elementary Education/ Health Programs/ Kindergarten/ Learning Activities/ *Parent Participation/ Preschool Programs/ Primary Grades/ *Program Evaluation/ Reading Programs/ Reading Readiness/ *Urban Education

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Illinois

Descriptors:

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TOPIC: Current JDRP Project Document(s)

Project: Early Childhood Programs: Comp. Training Prog. for Infant and Young Cerebral Palsied Children & Portage Project

Project Site:

ED129039 EC091339

Early Childhood Programs for the Severely Handicapped.

Coordinating Office for Regional Resource Centers, Lexington, Ky.

Apr 76 422p.; Best Available Copy

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-74-7894

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Reference material obtained from responses to questionnaires is presented on 25 early childhood programs for severely handicapped children. Each program report consists of components which include a program abstract; program summary; identification and screening procedures; diagnostic procedures; prescriptive procedures; child progress evaluation; parent services; in-service programs; public awareness; and books, articles, and publications. Included are reports on the following programs: Chapel Hill Training-Outreach Project, Comprehensive Training Program for Infant and Young Cerebral Palsy Children, Demonstration Educational Services Centers for Severely Emotionally Disturbed Children and Youth, Demonstration Program for Severely Handicapped Children, Esperanza Para Nuestros Ninos, Georgia Center Network, Infant Program for Visually Impaired, Madison Alternative Zero Exclusion, Magnolia Preschool Program, Model Demonstration Program for Severely Handicapped Children and Youth, Model Education for the Severely Handicapped, Model Preschool Center for Handicapped Children, Parent Tape Training Program-Outreach Project, Parent Training Institute, Portage Project, Precise Early Education of Children with Handicaps, Program to Provide Services to Severely Handicapped Children and Youth, Programs Unlocking the Severely Handicapped, Project Memphis, Replication of an Interdisciplinary Approach to Early Education for Handicapped Children Ages 0-3 Years, Teaching Research Infant and Child Center, and Total Milieu Approach to Handicapped Infant Education. Among appended material are matrixes of program resources for the profoundly retarded, severely retarded, severely emotionally disturbed, and multiply handicapped; lists of center developed products for identification and screening, diagnosis, prescription, and child progress evaluation; and information (such as director's name and mailing address) on additional programs providing services to preschool severely handicapped children. (SBH)

Descriptors: Early Childhood Education/ •Educational Diagnosis/ Exceptional Child Education/ •Identification/ Individualized Programs/ Inservice Programs/ Parent Participation/ •Program Descriptions/ Publications/ Public Relations/ •Severely Handicapped/ •Student Evaluation

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Cente

Project Site: Jensen Beach, Florida

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EJ156332  AA525072
  Of Grassflats and Spoil Islands
  Rich, Joan; Rich, Leslie
  American Education, 12, 9, 14-8    Nov 76
  The history,  curriculum and objectives of the Environmental
Studies Center in Jensen Beach, Florida, are discussed. (RW)
  Descriptors:  *Outdoor Education/  *Environmental Education/
*Ecology/   *Nature Centers/  *Elementary Secondary Education/
Science Curriculum
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TOPIC: Current JDRP Project Document

Project: Experience Based Career Education (EBCE)

Project Site: Research for Better Schools, Philadelphia, Pennsylvania

ED141520 08 CE011267

Evaluation of Cumulative Effects of RBS Career Education. 1974-1976.

Biester, Thomas W.

Research for Better Schools, Inc., Philadelphia, Pa.

31 Aug 76 89p.; Tables may be marginally legible due to small type

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-4-0011

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Cumulative (two years) and second year program results for students at the Academy for Career Education in Philadelphia who participated in RBS (Research for Better Schools) career education from the 1974-75 through 1975-76 academic years are presented, and procedures utilized in the evaluation are described. (RBS career education is an experience-based career education program designed to provide secondary school students with cognitive skills, career experiences, and personal perspectives which aid in the selection and pursuit of adult life goals. The three principal instructional components designed to achieve program goals are career development, career guidance, and basic skills.) This report is organized in a research format to allow a clear presentation of the findings on student outcomes. Procedural sections include student samples, student attrition, instruments, and evaluation design. In the results section, hypothesized student effects are tested using designated statistical procedures. Separate subsections are included to analyze cumulative and second year outcomes. The concluding summary and conclusions section capsulizes the significance of the findings. The following overall conclusions are presented: During the first year, program students demonstrated significant growth in career knowledge, attitudes toward learning environments, and basic skills; second year students replicated first year growth and exhibited additional program effects in career maturity, self concept, and reading comprehension; and the cumulative impact of two years of participation in RBS education was clearly demonstrated as all 2-year hypotheses of effect were supported. (TA)

Descriptors: *Basic Skills/ Career Education/ Dropout Rate/ *Occupational Guidance/ *Program Effectiveness/ Program Evaluation/ Secondary Education/ Skill Development/ Student Attitudes/ *Student Characteristics/ *Student Experience/ Student Opinion/ Student Placement/ *Vocational Development

Identifiers: Experience Based Career Education/ Pennsylvania / *Research for Better Schools

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience Based Career Education (EBCE)

Project Site: Research for Better Schools, Philadelphia, Pennsylvania

ED117295 95 CE004407

Summative Evaluation Report 3: Interim Evaluation Report.

Research for Better Schools, Inc., Philadelphia, Pa.

15 Mar 74 161p.; For other reports, see CE 004 356 and CE 004 405-406

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage

The report provides an interim assessment and discussion of the activities of the Research for Better Schools' Employer-Based Career Education Program during FY 1974. The introduction (section 1) outlines the report's format and summarizes the evaluation staff's activities. The summative evaluation overview (section 2) and the formative evaluation overview (section 3) present the rationale for both types of evaluation and generally describe the processes used for each. Section 4 and 5, on student populations and instruments and procedures, describe the students in the activities of the career education program, the groups of students used for comparisons, and the tests and means of administration used to make the comparison between the groups. Section 6 deals with pretest results for which the analysis is completed. Section 7 deals specifically with the common instruments being cooperatively developed by the four employer-based career education programs and the National Institute of Education. Section 8 presents summative evaluation results which deal with testing hypotheses relating to the career education program in general. Section 9 presents formative evaluation results which are specific to the Research for Better Schools' implementation of a career education program. Section 10 summarizes the report and makes recommendations. (Author)

Descriptors: *Career Education/ Career Exploration/ Cooperative Programs/ Educational Assessment/ Educational Programs/ Evaluation Criteria/ *Evaluation Methods/ Formative Evaluation/ Program Content/ *Program Evaluation/ School Industry Relationship/ Secondary Education/ Secondary School Students/ Student Characteristics/ Summative Evaluation/ Test Results/ Tests/ *Work Experience Programs

Identifiers: EBCE/ *Experience Based Career Education/ Pennsylvania (Philadelphia)

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience Based Career Education (EBCE)

Project Site: Research for Better Schools, Philadelphia, Pennsylvania

ED117294 95 CE004406

Career Education Program: FY 1974: Final Evaluation Report: Volume 2. Appendix.

Research for Better Schools, Inc., Philadelphia, Pa.

30 Sep 74 144p.; For other reports, see CE 004 356 and CE 004 405-407

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

The appendixes to the final evaluation report of Research for Better Schools' employer-based career education program contain: a listing of FY 1974 evaluation reports, an explanation of evaluation instruments and test procedures, the evaluation instruments (student demographic data questionnaire, student opinion survey, parent opinion survey, experience resource site demographic data questionnaire, cluster test of knowledge, assessment of student attitudes scale, career exploration student questionnaire, and employer questionnaire), and the procedural audit report. (JR)

Descriptors: Attitude Tests/ *Career Education/ Educational Research/ *Evaluation Methods/ Measurement Instruments/ Measurement Techniques/ *Program Evaluation/ *Questionnaires/ Student Characteristics/ Student Opinion/ Surveys/ Tables (Data)/ Testing/ *Work Experience Programs

Identifiers: EBCE/ *Experience Based Career Education/ Pennsylvania (Philadelphia)

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience Based Career Education (EBCE)

Project Site: Research for Better Schools, Philadelphia, Pennsylvania

ED117293 95 CE004405

Career Education Program: FY 1974: Final Evaluation Report: Volume 1.

Research for Better Schools, Inc., Philadelphia, Pa.

30 Sep 74 143p.; For other reports, see CE 004 356 and CE 004 406-407

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

The final evaluation report provides an assessment and discussion of the FY 1974 activities of the Research for Better Schools' Career Education Program, one of four employer-based career education programs currently funded by the National Institute for Education. The introduction (section 1) provides an overview of the evaluation activities and the conduct of the project. Student population (section 2) describes the experimental and comparison groups utilized in the project. Formative evaluation (section 3) describes the program elements and how they functioned during FY 1974. Summative evaluation (section 4) focuses on the testing of hypotheses posed for the project. Summary and recommendations (section 5) contains an overview of the major findings and the implications and recommendations of these findings for further program development and expansion. It was concluded that students, parents, employers, and public school representatives reacted positively to the program, both personally and as an educational contribution. (Author)

Descriptors: *Annual Reports/ *Career Education/ Career Exploration/ Cooperative Programs/ Educational Assessment/ Educational Programs/ Evaluation Criteria/ Formative Evaluation/ Program Content/ *Program Evaluation/ School Industry Relationship/ *Secondary Education/ Secondary School Students/ Student Characteristics/ Summative Evaluation/ Tables (Data)/ Testing/ Tests/ *Work Experience Programs

Identifiers: EBCE/ *Experience Based Career Education/ Pennsylvania (Philadelphia)

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TOPIC: Current JDRP Project Document

Project: Exemplary Programs for the Handicapped. Projects: A) PEECH, B) Portage Project, C) the Rutland Center, D) UNISTAPS

Project Site:

ED079890 EC052244
Exemplary Programs for the Handicapped. Volume III. Early Childhood Education, Case Studies.
Warner, Donna; And Others
Ant Associates, Inc. Cambridge, Mass.
Jun 73 222p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.
Report No.: AAI-73-84
Contract No.: UEC-0-72-5182
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

Described are eight early childhood education programs for handicapped children selected as exemplary because of elements worthy of further study or replication. Each program (in the form of a case study) is presented in terms of program operations, notable features, people, evaluation, recommendations, and informational sources. Described are the following programs: Chapel Hill Training/Outreach Program (Chapel Hill, North Carolina) offering training and technical help in curriculum methods and materials to educators of young handicapped children; Magnolia Preschool Program (Magnolia, Arkansas) serving 30 5-year-olds with an emphasis on early intervention and integration into regular classes; Model Preschool Program (Seattle, Washington) using behavior modification in individualized programs for handicapped children from birth to 6 years; PEECH Project (Champaign-Urbana, Illinois) serving 3- to 5-year-old multiply handicapped children with notable parent program and dissemination activities; Preschool and Early Education Project (Starkville, Mississippi) using its own curriculum and methodology with 4- to 7-year-olds; Portage Project (Portage, Wisconsin) applying a prescriptive, behavioral curriculum to training parents to teach their children; Rutland Center (Athens, Georgia) utilizing a psychoeducational approach with emotionally or developmentally disturbed children; and UNISTEPS Project (Minneapolis, Minnesota) stressing family involvement with hearing impaired children from birth to 6 years. (See EC 052 242, EC 052 243, and EC 052 245 for further information). (DB)

Descriptors: Behavior Change/ *Case Studies/ Diagnostic Teaching/ *Early Childhood Education/ *Exceptional Child Education/ *Handicapped Children/ Inservice Teacher Education/ Intervention/ Parent Education/ *Program Descriptions/ Psychoeducational Processes

Identifiers: Athens, Georgia/ Champaign-Urbana, Illinois/ Chapel Hill, North Carolina/ Magnolia, Arkansas/ Minneapolis, Minnesota/ Portage, Wisconsin/ Seattle, Washington/ Starkville, Mississippi

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TOPIC: Current JDRP Project Document

Project: Exemplary Migrant Education Programs: A) Migrant Student Record Transfer System, B) Florida Migratory Child Compensatory Program.

Project Site:

ED092278 24 RC007928

Exemplary Programs for Migrant Children.

Mattera, Gloria; Steel, Eric M.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Jun 74 117p.; "Migrant Record Transfer Form", p. 83-84 may not reproduce

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2469

Contract No.: OEC-1-6-062469-1574(10)

National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-016, $5.00)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Since 1966, more than 1,900 projects have been funded by the 1965 Title I Elementary and Secondary Education Act Migrant Amendment and the 1964 Economic Opportunity Act for migrant children's problems of educational continuity, health, and other needed services. This paper describes various exemplary programs selected for comprehensiveness of services (both ages served and variety) and replicability in migrant or regular educational programs. The programs, separated into national, interstate, state, and local programs and special services, are: Migrant Student Record Transfer System; High School Equivalency Program; Texas Child Migrant Program; Interstate Cooperation Project; Texas Migrant Council - Mobile Head Start Program; California Plan for the Education of Migrant Children - Regional Plan; Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs; New Jersey Migrant Education - Recruitment Program; Demonstration Schools - Somerton (Arizona) and Geneseo (New York); Transitional Program - Springfield (Massachusetts); Secondary Programs (North Carolina); Mobile Units (Colorado); Migrant Centers (Washington, Toppenish Center for the Study of Indian and Migrant Education); and Staff Development Programs - Master's Degree Program (Oregon) and Migrant Teacher Assistant Mini-Corps Program (California). (NQ)

Descriptors: Bilingual Education/ Community Programs/ *Educational Programs/ *Financial Support/ Human Services/ Interstate Programs/ Manpower Development/ *Migrant Child Education/ Migration Patterns/ Minority Groups/ National Programs/ *Program Descriptions/ Program Evaluation/ Seasonal Laborers/ *Special Programs/ State Programs

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TOPIC: Current JDRP Project Document

Project: Family Oriented Special Education Preschool Program (formerly UNISTAPS)

Project Site: Minneapolis, Minnesota

ED115049 EC080581

Selection and Validation of Model Early Childhood Projects: Final Report.

Stock, John R.; And Others

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Nov 75 107p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-74-0402

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Presented is the final report of a research program to select and describe outstanding Handicapped Children's Early Education Program (HCEEP) projects. Projects were analyzed in terms of 14 components of an HCEEP program (such as screening, programing, and inservice training). A detailed discussion of model selection and validation is appendixed.) The bulk of the document provides information on the title, location, source and level of funding, starting date, description, and evidence of effectiveness (in terms of child information, child progress, parental involvement, and dissemination and replication) for the following eight projects: The Rutland Center for Treating Emotionally Disturbed Children (Athens, Georgia); Precise Early Education of Children with Handicaps (Champaign, Illinois); Prescriptive Home Stimulation Program: The Marshalltown Project (Marshalltown, Iowa); UNISTAPS: A Family Oriented Noncategorical Program for Severely Handicapped Children (St. Paul, Minnesota); Chapel Hill Training-Outreach Project (Chapel Hill, North Carolina); A Model Preschool Center for Handicapped Children With Professional Training, Research and Service Components (Seattle, Washington); Comprehensive Training Program for Infants and Young Cerebral Palsied Children (Milwaukee, Wisconsin); and The Portage Project: A Home Approach to the Early Education of Multiply Handicapped Children in a Rural Area (Portage, Wisconsin). (SB)

Descriptors: *Early Childhood Education/ Exceptional Child Education/ *Handicapped Children/ *Program Descriptions/ Program Effectiveness/ *Program Evaluation

Identifiers: *Handicapped Childrens Early Education Program

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Family Oriented Special Education Preschool Program (formerly UNISTAPS)

Project Site: Minneapolis, Minnesota

EJ095484 SP502463
UNISTAPS: A Family-Oriented Infant/Preschool Program for Hearing-Impaired Children and Their Parents
Northcott, Winifred H.; And Others
Peabody Journal of Education, 51, 3, 192-6 Apr 74

The project develops a systems approach to early educational intervention for pre-school-age hearing-impaired children. The cooperative, consultative, coordinating nature of the three agencies (University of Minnesota, Minnesota State Education Department, Minneapolis Public Schools) has been built into in-service training efforts and laboratory programs. (JA)

Descriptors: *Family Programs/ *Parent Participation/ *Aurally Handicapped/ *Preschool Children/ College School Cooperation/ Inservice Teacher Education

Identifiers: UNISTAPS

Descriptors:

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TOPIC: Current JDRP Project Document

Project: FLIT: Functional Literacy

Project Site: Carmel, California

ED091596 CE001379

HumRRO's Literacy Research for the U.S. Army: Developing Functional Literacy Training.

Sticht, Thomas G.; And Others

Human Resources Research Organization, Alexandria, Va.

Dec 73 35p.

Sponsoring Agency: Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.: HumRRO-P-13-73

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The major purposes of the project were to determine the nature of the literacy problem in the Army by studying the literacy demands of Army jobs together with the literacy skills of Army personnel, and to develop a literacy training program to provide job-related-functional, literacy skills. Literacy research and development performed by HumRRO since 1968 for the Army is summarized in this paper. Literacy needs for several basic Army Military Occupational Specialties (MOS) are identified. The methodology used to evaluate the reading requirements for Army jobs is explained, together with the methodology of an experimental training program designed to produce a level of functional literacy appropriate to minimal MOS requirements. Numerous photographs, frequency distributions, graphs, and data tables are included for illustrative purposes. (KP)

Descriptors: Adult Literacy/ Armed Forces/ *Educational Research/ Functional Illiteracy/ , *Literacy/ *Literacy Education/ *Military Personnel/ Program Descriptions/ Program Effectiveness/ Reading Skills/ *Teaching Techniques

Identifiers: Job Related Literacy

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: FLIT: Functional Literacy

Project Site: Carmel, California

ED073369 AC014252

HumRRO's Literacy Research for the U.S. Army: Progress and Prospects.

Sticht, Thomas G.; And Others

Human Resources Research Organization, Alexandria, Va.

Jan 73 31p.; Paper presented at U.S. Continental Army Command, October 1972

Sponsoring Agency: Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.: HumRRO-PP-2-73

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This report summarizes literacy research performed in HumRRO Work Units REALISTIC, READNEED, and FLIT. Data are reported that show reading demands of various Army jobs and reading ability levels of personnel prior to, during, and after Project 100,000. Research and development of a new job-related, functional literacy training program for the Army is described. (Author)

Descriptors: Adult Basic Education/ Adult Education Programs / Adult Literacy/ *Adult Reading Programs/ Enlisted Men/ *Literacy Education/ *Military Training/ *Reading Research/ Technical Reports

Descriptors:

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TOPIC: Current JDRP Project Document

Project: FLIT: Functional Literacy

Project Site: Carmel, California

ED102532 CS001656
Reading for Working: A Functional Literacy Anthology.
Sticht, Thomas G., Ed.
Human Resources Research Organization, Alexandria, Va.
75 194p.
HumRRO, 300 North Washington Street, Alexandria, Virginia 22314 ($5.95)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

This anthology, prepared by adapting existing material, contains a synoptic review of the Human Resources Research Organization research program on literacy in relation to job performance. In several of the chapters, the adaptations include the addition of new material to integrate and interpret the findings from the various phases of the research program. Part one reports on research to develop general methodologies for estimating functional literacy demands of jobs. Each of four chapters describes an approach to this problem; a fifth chapter presents a general summary and critical discussion of the various methods used in this research to estimate the reading requirements of jobs. Part two is concerned with methods of reducing discrepancies between personnel literacy skills and the literacy demands of jobs. The first chapter describes basic research on reducing reading demands of training schools by substituting listening for reading, and comments on preparing job and training aids capable of being more effectively used by less literate personnel. The second chapter describes an extensive research and development effort to design, develop, and implement a job related literacy training program for the army. (WR)

Descriptors: Adult Literacy/ Armed Forces/ *Literacy/ *Literacy Education/ Reading/ Reading Improvement/ *Reading Research/ *Reading Skills/ *Vocational Education

EJ084034 CE500054
Research Toward the Design, Development and Evaluation of a Job-Functional Literacy Training Program for the United States Army
Sticht, Thomas G.
Literacy Discussion, 4, 3, 339-69 Sep 73

Part I of the paper describes three methods for estimating reading demands of jobs. Part II describes Project FLIT with the objective of developing a program to achieve minimal job reading requirements. (AG)

Descriptors: *Literacy Education/ *Job Training/ *Research Projects/ *Military Personnel/ Remedial Programs/ Remedial Instruction/ Functional Illiteracy/ Adult Basic Education

Identifiers: *Project FLIT (Functional Literacy)/ Project 100000

Descriptors:

CROSS REFERENCES:

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Document(s):		***Document(s):***	

Section: **C**

TOPIC: Current JDRP Project Document

Project: Exemplary Bilingual Education Programs: A) Aprendemos en Dos Idiomas, B) Bilingual Education Program, C) St. John Valley Bilingual Education Program

Project Site:

ED123893 FL007674

The Identification and Description of Exemplary Bilingual Education Programs.

Campeau, Peggie L.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Aug 75 175p.; For related documents, see FL 007 675; pages that appear to be missing were blank and unnumbered on the original document.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-46300-8/75-FR(I)

Contract No.: OEC-0-74-9331

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

This is the final report of one of three studies in an overall project entitled "Evaluation of Bilingual Education Programs." The objectives of this study were to: (1) identify and recommend as exemplary up to 10 bilingual education programs for submission to the Dissemination Review Panel (DRP) of the Education Division, DHEW, and (2) develop detailed descriptions of those programs approved by the DRP for dissemination. Screenings and site visits reduced the candidate pool of 175 programs to 7. The DRP approved the following four for dissemination: Alice Independent School District, Alice, Texas; Aprendemos en Dos Idiomas, Corpus Christi, Texas; Bilingual Education Program, Houston, Texas; and St. John Valley Bilingual Education Program, Madawaska, Maine. Descriptions were written for each of the four in sufficient detail to provide local educators with ideas to guide them in implementing similar practices. Each program was described as it operated during 1973-74, but some program components were treated historically to illustrate major changes. The context within which each program developed and operated, and the special educational needs of the students, were also discussed. In addition, specific recommendations were made on ways in which local evaluations could be improved to increase chances for identifying exemplary programs. (Author/RA)

Descriptors: Biculturalism/ *Bilingual Education/ *Demonstration Programs/ Educational Programs/ Elementary Secondary Education/ Evaluation Methods/ Language Programs/ *Program Descriptions/ *Program Evaluation

Identifiers: *Elementary Secondary Education Act Title VII/ ESEA Title VII/ Maine/ Texas

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: PAL: Pupils Advancing in Learning

Project Site: Denver, Colorado

EJ152922 AA524558

Where PAL Means Better Reading

Wagner, Judith

American Education, 12, 7, 31-4 Aug/Sep 76

In Adams County, Colorado, a reading improvement project has the problem not of youngsters wanting to get out, but of too many wanting to get in. (Editor)

Descriptors: *Program Descriptions/ *Reading Improvement/ *Reading Skills/ *Student Attitudes/ *Educational Objectives/ Educational Practice/ Self Concept/ Teaching Methods/ Student Motivation/ Case Studies (Education).

Identifiers: *Pupils Advancing in Learning

Descriptors:

CROSS REFERENCES:

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Section: C

TOPIC: Current JDRP Project Document

Project: the Portage Project: A Home Approach to the Early Education of Handicapped Children

Project Site: Portage, Wisconsin

EJ139439 EC081918
The Portage Project
Hillard, Jean; Shearer, Marsha
Bureau Memorandum, 17, 2, 4-8 76
Presented is a description of the Portage Project, an early intervention program with a home-based delivery system which serves 163 children (0-6 years old) with exceptional educational needs. (SB)
Descriptors: *Handicapped Children/ *Program Descriptions/ *Intervention/ *Home Instruction/ Exceptional Child Education/ Early Childhood Education/ Parent Role/ Program Effectiveness
Identifiers: *Portage Project

EJ066542 EC050235
The Portage Project: A Model for Early Childhood Education
Shearer, Marsha S.; Shearer, David E.
Exceptional Children, 39, 3, 210-17 Nov 72
Reported was a home-based intervention program serving 75 preschool multiply handicapped children (aged 0-6 years) living in a rural area. (Author/GW)
Descriptors: Behavioral Objectives/ *Early Childhood Education/ *Exceptional Child Research/ *Home Instruction/ Intervention/ *Multiply Handicapped/ *Parent Role/ Preschool Children/ Rural Areas

EJ156333 AA525073
Something Special in Portage
Hoyt, Jane Hauser
American Education, 12, 9, 19-24 Nov 76
A highly successful program for educating handicapped preschool children in rural Wisconsin is described. The importance of training parents to help their children develop basic skills is emphasized. (RW)
Descriptors: *Handicapped Children/ *Retarded Children/ *Mobile Educational Services/ *Exceptional Child Education/ *Intervention/ Outreach Programs/ Parent Participation/ Home Instruction/ Early Childhood Education

Descriptors:

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TOPIC: Current JDRP Project Document

Project: the Portage Project: A Home Approach to the Early Education of Handicapped Children

Project Site: Portage, Wisconsin

ED121049 EC082817

Outreach: A Special Edition of Cycles.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

75 50p.; Tables may reproduce poorly due to type size

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

In a collection of seven essays, the authors explain some of the problems in developing outreach programs for handicapped children and offer examples, from their own programs, of successful efforts. Included are entries on the development of replicable products in the Chapel Hill Project (A. Sanford), target audiences among Head Start Programs (C. Murphy, Jr.), Head Start Outreach activities such as Project TAPP (Technical Assistance to Preschool Programs) (J. Jelinek), the use of media in the delivery of Language Development Programs' services (K. Horton and D. Prince), some ideas found successful in Project CEEP (Childrens Early Education Project) for replication efforts or outreach activities (K. King), efforts to evaluate Portage Project (N. Schortinghuis), and continuation funding for the Preschool Special Education Project (C. Jordan). (SB)

Descriptors: Early Childhood Education/ *Educational Programs/ Exceptional Child Education/ *Handicapped Children/ Outreach Programs/ Program Descriptions/ Program Development/ *Special Education

Identifiers: *First Chance Network

Descriptors:

CROSS REFERENCES:

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228,226
216,206
227

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TOPIC: Current JDRP Project Document(s)

Project: Selection and Validation of Model Early Childhood Projects: A) the Rutland Center, B) Precise Early Education of Children With Handicaps, C) UNISTAPS, D) Comprehensive Training Program for Infants and Young Children (Cerebral Palsied), E) the Portage Project.

Project Site:

ED115049 EC080581
Selection and Validation of Model Early Childhood Projects: Final Report.
Stock, John R.; And Others
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Nov 75 107p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: OEC-0-74-0402
EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Presented is the final report of a research program to select and describe outstanding Handicapped Children's Early Education Program (HCEEP) projects. Projects were analyzed in terms of 14 components of an HCEEP program (such as screening, programing, and inservice training). A detailed discussion of model selection and validation is appendixed.) The bulk of the document provides information on the title, location, source and level of funding, starting date, description, and evidence of effectivene-s (in terms of child information, child progress, parental involvement, and dissemination and replication) for the following eight projects: The Rutland Center for Treating Emotionally Disturbed Children (Athens, Georgia); Precise Early Education of Children with Handicaps (Champaign, Illinois); Prescriptive Home Stimulation Program: The Marshalltown Project (Marshalltown, Iowa); UNISTAPS: A Family Oriented Noncategorical Program for Severely Handicapped Children (St. Paul, Minnesota); Chapel Hill Training-Outreach Project (Chapel Hill, North Carolina); A Model Preschool Center for Handicapped Children With Professional Training, Research and Service Components (Seattle, Washington); Comprehensive Training Program for Infants and Young Cerebral Palsied Children (Milwaukee, Wisconsin); and The Portage Project: A Home Approach to the Early Education of Multiply Handicapped Children in a Rural Area (Portage, Wisconsin). (SB)

Descriptors: *Early Childhood Education/ Exceptional Child Education/ *Handicapped Children/ *Program Descriptions/ Program Effectiveness/ *Program Evaluation
Identifiers: *Handicapped Childrens Early Education Program

Descriptors:

CROSS REFERENCES:

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232

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TOPIC: Current JDRP Project Document

Project: project STAY: School To Aid Youth

Project Site: Moore, Oklahoma

EJ093842 AA517882
Building Stay In School Power
Zeaman, Janeice
American Education, 10, 2, 12-6 Mar 74

Project STAY's theory is that signs of potential dropout can be detected -and dealt with- during the pupil's first years in school. (Editor)

Descriptors: *Program Development/ *Elementary School Students/ *Dropout Identification/ *Dropout Prevention/ Educational Objectives/ Dropout Rate/ Student Needs/ Learning Activities

Identifiers: *Project STAY

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Urban Arts Program

Project Site: Minneapolis, Minnesota

EJ154407 AA524782
Much More Than "Eating Goober Peas"
Fedo, Michael W.
American Education, 12, 8, 26-30 Oct 76

The Minneapolis Urban Arts Program preaches and practices two ideas: The arts are basic to education; they're for all students, not just the talented. (Editor)

Descriptors: *Program Descriptions/ *Fine Arts/ *Artists/ *Student Participation/ *Educational Strategies/ Program Costs / Photographs/ Educational Resources

Identifiers: *Minnesota (Minneapolis)

EJ130961 EA506790
Minneapolis: Using Community Arts Resources
Kennedy, Wallace
National Elementary Principal, 55, 3, 77-81 Jan-Feb 76

The Urban Arts program uses community resources to bring the arts and artists to the schools and also to send students out to the studio, concert hall, stage, and museum. (Author/IRT)

Descriptors: *Art Education/ *Art/ *Program Descriptions/ *Community Resources/ Aesthetic Education/ Elementary Secondary Education/ Urban Education

Identifiers: *Minnesota (Minneapolis)

Descriptors:

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Section: D

TOPIC: Current JDRP Project Document

Project: Career Intern Program

Project Site: Philadelphia, Pennsylvania

ED142795 08 CE011959

The Career Intern Program: Final Report. Volume I: An Experiment in Career Education That Worked. NIE Papers in Education and Work: Number Seven.

Langsdorf, Michael; Gibboney, Richard A.

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.

May 77 217p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Contract No.: NE-C-00-3-0122

Education and Work Group, National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20208 (single copies available at no cost)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Efforts of the Career Intern Program (CIP) to help urban youth get a basic education and further training or a paying job, are described in this report, written for the educator or school board member interested in a program combining basic and career education for high school youth who are not succeeding in regular schools (dropouts or those likely to drop out because of poor attendance and failing grades). Following an introduction giving a brief overview of the program evaluation design, the first four chapters discuss the high school dropout problem, what CIP is (context, administrative structure, development), four case studies of CIP interns, and characteristics of CIP interns. Chapters 5 through 9 follow the CIP interns beginning 10 weeks after the interns have entered the program, through graduation, and for some, up to a year later, through school and to work. These chapters answer the question: Does CIP have the effects one would expect? Chapters 10 through 12 specifically deal with what contributes to CIP's effectiveness. The question of transportability is addressed in chapter 14, the final chapter. (TA)

Descriptors: Administrative Personnel/ Admission Criteria/ Career Education/ Continuation Education/ Counselor Role/ Dropout Attitudes/ Dropout Characteristics/ Dropout Programs/ *Dropouts/ Educational Alternatives/ High School Students/ Low Income Groups/ *Potential Dropouts/ Program Administration/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ Secondary Education/ Staff Role/ Student Centered Curriculum/ Student Characteristics/ Student Improvement/ Student Recruitment/ Success Factors/ *Urban Youth/ *Vocational Development/ Work Experience Programs

Identifiers: *Career Intern Program

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Career Intern Program

Project Site: Philadelphia, Pennsylvania

ED131138 95 UD016525

Career Intern Program Implementation Planning Guide. CIP: A New Meaning in Education.

Urban Career Education Center, Philadelphia, Pa.

17p.; For related document see UD 016 526

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Contract No.: 300-75-0262; NE-C-00-3-0122

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This guide deals with the implementation of the Career Intern Program (CIP), a major component of the Urban Career Education Center (UCEC) of Philadelphia, an alternative approach to the traditional educational system which emphasizes career development. The guide offers initial suggested procedures for local administrators to follow in developing UCEC in their neighborhood. It equips the administrator with information on workscope, proposed time sequences, and expected outcomes. It can be used in concert with the available technical assistance and support services provided through the existing UCEC program. The first section of the guide focuses on how UCEC is implemented. A second section offers suggested timelines for the implementation of a CIP Program. A third section provides a number of implementation task statements and outcomes. (Author).

Descriptors: Career Awareness/ *Career Education/ Career Planning/ Educational Alternatives/ *Guidelines/ Guides/ Low Income Groups/ Occupational Choice/ Occupational Information/ Program Administration/ Program Development/ *Program Guides/ Program Planning/ *Task Analysis/ Task Performance/ Urban Areas/ *Vocational Development/ Vocational Education

Identifiers: *Career Intern Program/ CIP/ Pennsylvania (Philadelphia)/ UCEC/ *Urban Career Education Center

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Career Intern Program

Project Site: Philadelphia, Pennsylvania

ED117351 95 CE005972
The Career Intern Program: Preliminary Results of an Experiment in Career Education. Volume I.
Gibboney, Richard A.; And Others
Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.
Jun 75 147p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0122
EDRS Price MF-$0.83 HC-$7.35 Plus Postage

The report describes the first year of development and present operation of the Career Intern Program (CIP), a component of the Urban Career Education Center's alternative school for high school dropouts and potential dropouts. The purpose of the program, operated by the Opportunities Industrialization Centers of America under a contract from the National Institute of Education, is to provide opportunities for students with school problems to achieve their career aspirations. The program begins with 10 weeks of intensive orientation, counseling, and career investigation. Its second phase, lasting from 11 weeks to four semesters, features individualized instruction in basic academic subjects integrated with education; career exploration and hands-on experience highlight this phase. Disadvantages of the program's informality have included manipulation of staff by some students, conflicting staff standards for academic credit, and the great effort required to retrain the staff. Advantages have included a personalized school atmosphere liked by the interns, students' feelings of acceptance, and program flexibility. The document recounts the program's development, describes its students and the short-term effect on them, identifies those for whom the program works best, presents followup data, and discusses the program's implications. (Author/AJ)

Descriptors: *Alternative Schools/ *Career Education/ Career Exploration Career Planning/ City Problems/ Counselor Role/ Dropout Attitudes/ Dropout Characteristics/ *Dropout Programs/ Dropouts/ Dropout Teaching/ Guidance Counseling/ *Individualized Programs/ Potential Dropouts/ Program Descriptions/ Program Effectiveness/ School Holding Power/ Secondary Schools/ Urban Education/ *Work Experience Programs
Identifiers: *Career Intern Program/ CIP/ Opportunities Industrialization Centers of America/ Urban Career Education Center

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Child - Parent Centers Activity (CPC)

Project Site: Chicago Board of Education, Chicago, Illinois

EJ176698 UD506039

A Response to "Child-Parent Centers: An Evaluation". James Fuerst's Reply

Kellberg, Dorothy; Fuerst, James

Integrated Education, 91, 35-6 Jan-Feb 78

In a previous article, James Fuerst discussed a Title I child-parent centers program in Chicago. Dorothy Kellberg here criticizes a number of Fuerst's assertions, mostly on the grounds that they lack documentation. The first author stands by his initial article, and points out some additional problems with the program. (GC)

Descriptors: *Early Childhood Education/ *Economically Disadvantaged/ *Program Effectiveness/ *Reading Skills/ Reading Level

Identifiers: *Child Parent Centers/ *Illinois (Chicago)/ Elementary Secondary Education Act Title I

EJ170835 UD505746

Child Parent Centers: An Evaluation

Fuerst, James S.

Integrated Education, 15, 3, 17-20 May-Jun 77

The Child Parent Center is a pre-kindergarten program which accepts children at the age of three and keeps them for 5 years, through kindergarten and the first and second grades. (Author/AJ)

Descriptors: *Program Descriptions/ *Program Evaluation/ *Primary Education/ *Program Effectiveness/ *Success Factors/. Preschool Children

Identifiers: *Child Parent Centers/ *Illinois (Chicago)

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Child - Parent Centers Activity - (CPC)

Project Site: Chicago Board of Education, Chicago, Illinois

ED111921 UD015482

The Chicago Child Parent Centers: A Systematic Program of Effective Compensatory Education.

Mueller, Siegfried; And Others

Connecticut Univ., Storrs. National Leadership Inst. Teacher Education/Early Childhood.

May 74 9p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This program operates on the assumption that exposure of 3- and 4-year-old children to a structured basic skills oriented program with continuity will substantially increase the contributions of school-related factors to educational achievement and adjustments, and to a large extent erase the gap between less advantaged children and their more advantaged counterparts. Program objectives, administration, facilities, instruction, supportive services, and parental involvement are described. The preschool, kindergarten, and primary programs, along with curriculum materials used are described. Data from a comprehensive longitudinal evaluation design indicates that growth in readiness and achievement tends to be uniform across classrooms, grades, and centers. The data are considered to show that this program operates in a manner that uniformly raises the readiness and achievement levels of all children. Several components of program success--among them early intervention and the need for consistency--are identified. A brief discussion on ripple effect resulting from the program's impact on the community, and a followup of program graduates, is included. (Author/AM)

Descriptors: Academic Achievement/ Basic Skills/ *Compensatory Education Programs/ *Demonstration Programs/ Early Experience/ Identification/ Instructional Materials/ Parent School Relationship/ Preschool Programs/ Primary Grades / Program Administration/ Program Coordination/ Program Development/ *Program Effectiveness/ *Program Evaluation/ School Community Relationship

Identifiers: Chicago Child Parent Centers/ *Illinois (Chicago)

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Child - Parent Centers Activity - (CPC)

Project Site: Chicago Board of Education, Chicago, Illinois

ED108145 CS001913

Child Parent Centers.

Chicago Public Schools, Ill.

74 7p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

One of twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), the goal of this program is to reach disadvantaged children when they are three years old and to provide them with consistent, unbroken instruction through the third grade. Eleven centers serve a total of over 2000 inner-city children, each center offering a unique instructional program tailored to its own community. All centers have a basic skills orientation and aim at developing pupils' use of language, but while some centers use tightly structured linguistic programs, others have chosen approaches which allow more pupil independence. Parents have an integral role in the program, spending two days a month at their centers in meetings, in home economics classes, or as staff volunteers. (WR/AIR)

Descriptors: Disadvantaged Youth/ Early Childhood Education/ *Effective Teaching/ Language Development/ *Parent Participation/ *Reading Instruction/ *Reading Programs/ Urban Education

Identifiers: Effective Reading Programs/ Elementary Secondary Education Act Title I/ ESEA Title I/ *Exemplary Reading Programs/ Right to Read

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Child Study Center - (CSC): A Validated Pupil Personnel Services Demonstration Project

Project Site: All Children's Hospital, St. Petersburg, Florida

ED103821 88 CS001682

The Child Study Center Program.

Bailey, Ralph E.: Bryant, Diana G.

May 75 9p.: Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This paper describes the Child Study Center (CSC) of the Pinellas County, Florida, Pupil Services Demonstration Project, an Elementary Secondary Education Act Title III project. The purpose of the CSC is to provide the diagnostic prescriptive, and consultative intervention necessary to assist referred students with serious learning problems in experiencing success in school. The CSC utilizes an interdisciplinary team approach for providing comprehensive evaluation of children who are exhibiting behaviors indicative of multiple problems which are impeding learning. Implementation of the composite remedial strategies is achieved through direct contacts with the learner and through consultative relationships with persons influential in the child's life in the systems within which a child must function. The exchange of information and the cooperation among CSC, school, home, and community resources is a means to providing services which lead to successful experiences for referred children. The scucess of the CSC program has been documented by quantitative statistical procedures implemented in evaluating cognitive development, learning aptitude, oral reading achievement, and mental and physical health functioning. (WR)

Descriptors: Diagnostic Teaching/ Elementary Education/ Learning Difficulties/ *Learning Disabilities/ *Program Descriptions/ *Reading Improvement/ *Remedial Instruction/ *Remedial Programs

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Clinch-Powell Educational Cooperative: Home-Based Early Childhood Education Program

Project Site: Tazewell, Tennessee

ED118259 88 PS008356

Clinch-Powell Educational Cooperative Early Childhood Education Program. Evaluation Report.

Johnson, Vicki M.; O'Fallon, O. K.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Jul 75 99p.; For related document, see ED 100 533

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

This report presents program evaluation results for three years of operation of the Clinch-Powell Educational Cooperative Early Childhood Education Program, a home-based, parent oriented program which serves four rural Appalachian counties and includes the use of home visits, mobile classrooms, and a TV program accompanied by a Parent Guide. Descriptions of the program's objectives, components, staff training, target population and comparison group are given. Results of the annual evaluations of the project have indicated that the program has had a measurable effect on children's cognitive and social abilities. Children who participated in the program have scored significantly higher on the Metropolitan Readiness Test and the Peabody Picture Vocabulary Test than children who had not been in a preschool program. Children who had been in the program for two years scored significantly higher on both tests than children who had been in the program only one year. Parents, home visitors and teachers rated children's social behavior and, for nearly all items, posttest scores were significantly more positive than pretest scores. Parents' evaluations of the program for three years have been consistently very positive. (Author/ED)

Descriptors: Cognitive Development/ *Early Childhood Education/ Educational Television/ *Home Programs/ Home Visits / Intervention/ Mobile Classrooms/ Parent Attitudes/ *Parent Education/ Parent Participation/ Preschool Children/ Program Descriptions/ *Program Evaluation/ *Rural Education/ School Readiness Tests/ Social Development

Identifiers: Appalachia/ *Clinch Powell Educational Cooperative/ Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Clinch-Powell Educational Cooperative: Home-Based Early Childhood Education Program

Project Site: Tazewell, Tennessee

ED100533 PS007690

Summary of the 1974 Evaluation of the Clinch-Powell Educational Cooperative Early Childhood Education Program: An Early Childhood Education Program in Rural Appalachia.

Johnson, Vicki M.; O'Fallon, O. K.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

74 65p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The Clinch-Powell Educational Cooperative Early Education project was designed to provide preschool experience for 3-, 4-, and 5-year-old children in rural Appalachia who would otherwise not have been able to attend a preschool program. In addition, the program was designed: (1) to provide children with the opportunity to socialize with other children in a group; (2) to promote development of social skills, positive self-concept, creativity, initiative to learn, etc.; (3) to encourage development of cognitive abilities such as number concepts, language and discrimination skills, etc.; and (4) to involve parents directly in education of their children. Generally, the target families lived on farms or in small communities, were of low to moderate income levels, and the parents were undereducated. The program involves a three-dimensional approach which consists of weekly home visits by trained paraprofessionals, weekly classroom sessions in mobile classrooms, and utilization of the Captain Kangaroo TV program and related Parent Guide activities. Children, parents and the program were evaluated on a number of measures which indicated that the program has had a measurable effect on parents and children who participated. Numerous tables clearly illustrate population and evaluation data. (Author/ED)

Descriptors: Home Visits/ Intervention/ Mobile Classrooms/ Parent Child Relationship/ *Parent Education/ Parent Participation/ Parent Role/ Preschool Children/ *Preschool Education/ Preschool Programs/ *Program Descriptions/ *Program Evaluation/ Questionnaires/ *Rural Education/ Social Behavior

Identifiers: *Appalachia

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Clinch-Powell Educational Cooperative: Home-Based Early Childhood Education Program

Project Site: Tazewell, Tennessee

EJ069717 RC501148
Four Counties Assess'' Themselves
Ray, John R.; Lorentz, Jeffrey L.
Tennessee Education, 2, 3, 18-23 F 72

Campbell, Claiborne, Hancock, and Union counties have elected to meet their educational responsibilities through a cooperative. (NQ)

Descriptors: *Educational Needs/ *Personnel Evaluation/ *Program Evaluation/ Rural Schools/ School Personnel/ Surveys/ *Systems Analysis

Identifiers: *Clinch Powell Educational Cooperative/ Tennessee

ED075416 SP006393
University of Tennessee--Clinch-Powell Student Teaching Project.
Tennessee Univ., Knoxville. Coll. of Education.
72 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The University of Tennessee--Clinch-Powell student teaching project was a cooperative effort between the College of Education at the university and the Clinch-Powell Educational Cooperative. The project was designed to accomplish three goals: a) meeting the needs of university students who desired to learn about the unique characteristics of rural schools and rural children, b) providing a vehicle by which innovative educational programs could be initiated, and c) providing competent teachers in rural areas. Participating student and cooperating teachers were volunteers. Student teachers took up residence in the area where their school was located. Cooperating teachers participated in supervision classes and workshops during the project. Reaction to the project was assessed through the positive feedback from student and cooperating teachers and from pupils. Results of the project included the initiation of innovative programs in the schools and the employment of student teachers in rural districts after completion of the project. (Author/BRB)

Descriptors: *Cooperative Programs/ *Field Experience Programs/ *Practicum Supervision/ *Preservice Education/ *Rural Education/ Student Teaching

Identifiers: *Distinguished Achievement Award Entry

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Clinch-Powell Educational Cooperative: Home-Based Early Childhood Education Program

Project Site: Tazewell, Tennessee

ED068220 RC006495

Perceptions of Educational Needs in Campbell, Claiborne, Hancock and Union Counties. Final Report.

Clinch-Powell Educational Cooperative, Harrogate, Tenn.

Apr 72 29p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The purpose of this needs assessment study was to determine the public's perception of educational needs in 4 Tennessee county school systems. A task force composed of personnel from the 4 counties, representatives of the Clinch-Powell Educational Cooperative, and a representative of the University of Tennessee developed and administered 2 survey instruments to 5 specific groups within the 4 counties. The 5 groups in the sample were certified school employees, noncertified school employees, other adults, elected officials, and students. An analysis of the data revealed that needs were identified differently by different groups and that there was no general consensus. Significant results were that noncertified school employees generally tended to assign high ranks to the items ranked high by certified school personnel but that certified school personnel and students were in almost complete disagreement on the priority of needs within their own counties. (PS)

Descriptors: Adults/ *Community Attitudes/ Economic Factors/ *Educational Coordination/ *Educational Needs/ Public Officials/ *Rural Education/ School Personnel/ Students

Identifiers: *Appalachia

EJ067835 RC501091

Clinch-Powell: Bridging the Educational Gap in the Cumberlands

Appalachia, 6, 2, 18-27 Oct-Nov 72

Clinch-Powell is the Regional Education Service Agency serving 4 counties in the heart of the Cumberland Mountains of Tennessee. (NQ)

Descriptors: Driver Education/ Early Childhood Education/ *Educational Coordination/ Inservice Teacher Education/ *Rural Schools/ *School Districts/ *Special Education/ Student Teaching/ Vocational Education

Identifiers: *Clinch-Powell Educational Cooperative

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Criterion Reading Instruction Project (CRIP)

Project Site: Linden, New Jersey

ED119132 32 CS002439

Criterion Reading Instructional Project (CRIP).

Linden Board of Education, N.J.

75 23p.: Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This booklet describes the Linden Title I Program between the years 1971-1974, with a focus on the Criterion Reading Instructional Project (CRIP). The program (in Linden, New Jersey) evolved from a supplemental reading and mathematics program to a structured developmental program of language arts designed to meet the needs of primary grade students. The booklet discusses such topics as the philosophy, administration, and evaluation of the program, and identifies Title I students. (TS)

Descriptors: Developmental Reading/ *Language Arts/ Primary Education/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ *Reading Instruction/ *Reading Programs

Identifiers: CRIP/ *Criterion Reading Instructional Project/ Elementary Secondary Education Act Title I/ ESEA Title I

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Criterion Reading Instruction Project (CRIP)

Project Site: Linden, New Jersey

ED039109 RE002729
An Evaluation of a College Reading Program.
Lowe, A. J.
University of South Florida, Tampa.
70 2p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

A college reading improvement program (CRIP) at the University of South Florida was examined to determine if it was of benefit to the participating students. Sixty-five freshmen took part in the 15-week program which used individually planned programs and different methods and materials. Pretesting had shown these 65 students to be significantly inferior to the rest of the freshmen. At the end of the semester course, the students' progress was evaluated, and each CRIP student evaluated the course. Seventy-three percent of the CRIP students felt the program had helped them, and the fact that the CRIP group's grades were not proportionately better or worse than those of the NO-CRIP group suggests that most of these significantly inferior readers did benefit from the program. (NH)

Descriptors: *Adult Reading Programs/ College Entrance Examinations/ *College Freshmen/ College Programs/ *Course Evaluation/ *Reading Improvement/ Statistical Data/ Student Evaluation/ Student Testing/ Test Results

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142435 SE022823

Environmental Studies Center Teacher Books. 8th Grade - Beach Investigation.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 91p.; For related documents, see SE 022 815-822; Not available in hard copy due to marginal legibility of original document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($3.00; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with secondary children in grade eight prior to and after a visit to an environmental studies center located near an estuarine area. The field experience for eighth graders is a two-day study of a beach. Activities relate to the interaction of beach processes such as longshore currents, waves and wave action, wind action, and dune formation. This guide contains teacher instructions, scripts, tests with keys, and a copy of all student materials. Slide/tape programs are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ *Ecology/ *Environmental Education/ Grade 8/ Instructional Materials/ Junior High Schools/ Learning Activities/ Nature Centers/ *Oceanology/ Outdoor Education/ *Secondary School Science/ *Teaching Guides

Identifiers: *Beaches/ Florida

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142434 SE022822

Environmental Studies Center Teacher Books. 7th Grade - Spoil Island Investigation.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 138p.; For related documents, see SE 022 815-823; Not available in hard copy due to marginal legibility of original document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($5.00; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with secondary students in grade seven prior to and after a visit to an environmental studies center located near an estuarine area. The field experience for seventh grade is a two-day study of a spoil island. Topics investigated include: succession; soils testing; salinity and dissolved oxygen (DO); and the island water table. This guide contains teacher instructions, scripts, tests with answer keys, and a copy of all student materials. Four slide/tape programs are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ *Ecology/ *Environmental Education/ Grade 7/ Instructional Materials/ Junior High Schools/ Learning Activities/ Nature Centers/ *Oceanology/ Outdoor Education/ *Secondary School Science/ *Teaching Guides

Identifiers: *Estuaries/ Florida

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142432 SE022820

Environmental Studies Center Teacher Books. 5th Grade - Ecosystems.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 73p.; For related documents, see SE 022 815-823; Not available in hard copy due to marginal legibility of original document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($2.50; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with elementary children in grade five prior to and after a visit to an environmental studies center located near an estuarine area. The grade five program centers around the theme of "Ecosystems" and concludes the fact-finding segment of the program. The concepts of food and energy webs are used to illustrate the interaction of all organisms within the various communities of an estuarine ecosystem. This guide contains teacher instructions, scripts, tests with keys, and a copy of all student materials. Card games, slide/tape programs, and 8 mm film loops are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ *Ecology/ Elementary Education/ *Elementary Grades/ *Environmental Education/ Grade 5/ Instructional Materials/ Learning Activities/ Nature Centers/ *Oceanology/ Outdoor Education/ *Teaching Guides

Identifiers: *Estuaries/ Florida

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142431 SE022819

Environmental Studies Center Teacher Books. 4th Grade - Mangrove Communities.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 76p.; For related documents, see SE 022 815-823; Not available in hard copy due to marginal legibility of original document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($2.50; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with elementary children in grade four prior to and after a visit to an environmental studies center located near an estuarine area. The grade four program centers around the theme of "Mangrove Communities" and includes fact-finding about mangroves, data collection and interpretation, and food chain construction. This guide contains teacher instructions, scripts, tests with answer keys, and a copy of all student materials. Slide/tape programs and 8 mm film loops are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ •Ecology/ Elementary Education/ •Elementary Grades/ •Environmental Education/ Grade 4/ Instructional Materials/ Learning Activities/ Nature Centers/ •Oceanology/ Outdoor Education/ •Teaching Guides

Identifiers: •Estuaries/ Florida

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142430 SE022818

Environmental Studies Center Teacher Books. 3rd Grade - Grassflat Communities.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 61p.: For related documents, see SE 022 815-823; Not available in hard copy due to marginal legibility of original document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($2.00; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with elementary children in grade three prior to and after a visit to an environmental studies center located near an estuarine area. The grade three program centers around the concept of "Saltwater Grassflat Communities" and begins the fact-finding, data collection phase of the program. Students literally get into a saltwater grassflat community, and collect and interpret data about it. This guide contains teacher instructions, scripts, tests with answer keys, and a copy of all student materials. Flash cards and slide/tape programs are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ *Ecology/ Elementary Education/ *Elementary Grades/ *Environmental Education/ Grade 3/ Instructional Materials/ Learning Activities/ Nature Centers/ *Oceanology/ Outdoor Education/ *Teaching Guides

Identifiers: *Estuaries/ *Florida

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142429 SE022817

Environmental Studies Center Teacher Books. 2nd Grade - Communities.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 52p.; For related documents, see SE 022 815-823; Not available in hard copy due to marginal legibility of original document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($1.50; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with elementary children in grade two prior to and after a visit to an environmental studies center located near an estuarine area. The grade two program centers around the concept of "Communities" and is designed to stimulate the students' use of all their senses in discovering more about their surroundings. This guide contains teacher instructions, scripts, tests with answer keys, and a copy of all student materials. Flash cards and five slide/tape programs are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ *Ecology/ Elementary Education/ *Elementary Grades/ *Environmental Education/ Grade 2/ Instructional Materials/ Learning Activities/ Nature Centers/ *Oceanology/ Outdoor Education/ *Teaching Guides

Identifiers: *Estuaries/ Florida

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142428 SE022816

Environmental Studies Center Teacher Books. 1st Grade - Habitats.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 48p.; For related documents, see SE 022 815-823; Not available in hard copy due to marginal legibility of original document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($1.25; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with elementary children in grade one prior to and after a visit to an environmental studies center located near an estuarine area. This grade one program centers around the concept of "Habitats" and includes units on living vs. non-living things and animals that live in saltwater grassflats. The guide contains teacher instructions, scripts, tests with answer keys, and a copy of all student materials. Flash cards, a felt board study, and slide/tape program are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ *Ecology/ Elementary Education/ *Elementary Grades/ *Environmental Education/ Grade 1/ Instructional Materials/ Learning Activities/ Nature Centers/ *Oceanology/ Outdoor Education/ *Teaching Guides

Identifiers: *Estuaries/ Florida

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TOPIC: Current JDRP Project Document

Project: Curriculum Modification Through Environmental Studies: Environmental Studies Center

Project Site: Jensen Beach, Florida

ED142427 SE022815

Environmental Studies Center Teacher Books. Kindergarten - Your Environment.

Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.

76 33p.; For related documents, see SE 022 816-823; Not available in hard copy due to colored pages throughout entire document

Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($1.00; all 9 books $20.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with kindergarten children prior to and after a visit to an environmental studies center located near an estuarine area. This kindergarten program includes a variety of activities designed to acquaint the student with the term "Environment." The guide contains teacher instructions, scripts, tests with answer key, and a copy of all student materials. Flash cards, a felt board story, and slide/tape program are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and the environmental studies center, is detailed. (BT)

Descriptors: Curriculum Development/ Elementary Education/ *Elementary Grades/ Environment/ *Environmental Education/ *Instructional Materials/ Kindergarten/ Learning Activities/ Nature Centers/ *Oceanology/ Outdoor Education/ *Teaching Guides

Identifiers: Estuaries/ Florida

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TOPIC: Current JDRP Project Document

Project: Early Childhood Education -- All Day Kindergarten

Project Site: Cincinnati, Ohio

ED108143 CS001911

All Day Kindergarten, ESEA Title I, Early Childhood Education.

Cincinnati Public Schools, Ohio.

74 6p.: Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program serves disadvantaged, inner-city preschool children who score at or below the twenty-fifth percentile on a preschool inventory. Children attend kindergarten for full-day sessions, performing a variety of activities designed to increase their motor, perceptual, and auditory skills and their language and concept development. Weekly field trips provide the students with new experiences, and medical and dental services are made available to them. To motivate families to help their children develop, parent participation in the program is encouraged. (WR/AIR)

Descriptors: *Disadvantaged Youth/ *Effective Teaching/ Kindergarten Children/ Language Development/ Parent Participation/ Primary Education/ *Reading Instruction/ *Reading Programs/ Reading Readiness

Identifiers: Effective Reading Programs/ Elementary Secondary Education Act Title I/ ESEA Title I/ *Exemplary Reading Programs/ Right to Read

Descriptors:

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TOPIC: Current JDRP ,roject Document

Project: Early Childhood Education -- All Day Kindergarten

Project Site: Cincinnati, Ohio

ED105998 PS007888

Preschool Plus All-Day-Kindergarten: The Cumulative Effects of Early Childhood Programs on the Cognitive Growth of Four and Five Year Old Children.

Nieman, Ronald H.; Gastright, Joseph F.

Mar 75 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 - April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Empirical longitudinal evidence is presented regarding the positive relationship between test scores and the amount of time students participate in preschool and kindergarten classes. This positive relationship exists independent of a wide range of teaching styles, materials, and methodologies. Findings are based on four years of observations with five different standardized tests. Results show significant differences in I.Q., readiness, and achievement at the end of preschool, kindergarten, first, and second grade. Three treatment groups are identified: children who have had preschool and all-day-kindergarten, those who have had preschool and half-day-kindergarten, and those who have had half-day-kindergarten alone. (Author/CS)

Descriptors: Academic Achievement/ *Cognitive Development/ *Early Childhood Education/ *Educational Experience/ Intelligence Quotient/ Kindergarten Children/ Longitudinal Studies/ Preschool Children/ Readiness/ *Test Results/ *Time Factors (Learning)

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Early Childhood Education -- All Day Kindergarten

Project Site: Cincinnati, Ohio

ED060957 PS005495

Early Childhood Education Project Evaluation, 1970-71. ESEA Title I.

Nieman, Ronald H.

Cincinnati Public Schools, Ohio.

71 176.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Results of an evaluation of the Early Childhood Project for the 1970-71 year are presented. The program continued to focus upon communication skill development and parent involvement. Inservice training for teachers and aides was continuous throughout the year. To determine if more organized, purposeful early childhood experiences would enable the child to attain a higher score on standardized tests, in November 1970 the Boehm Test of Basic Concepts was administered to 363 All Day Kindergarten with Pre-School students, 49 All Day Kindergarten without Pre-School students, and [illegible] Half-Day Kindergarten students. The Metropolitan Reading Readiness Test was administered in April 1971 to a random sample of six All Day Kindergarten classes and six comparable Half-Day Kindergarten classes. A total of 806 kindergarten students, only 509 of whom had pre-school, were administered the Boehm in September 1971. Comparisons were made between pre-school and non-pre-school children months after the end of the pre-school treatment. The results showed the pre-school group scored significantly higher than the non-pre-schoolers at the .01 level. Results of the Metropolitan Reading Readiness Test show All Day Kindergarten students to have nearly double the mean of the Half-Day Kindergarten students. (DB)

Descriptors: Communication Skills/ *Comparative Analysis/ Concept Formation/ *Early Childhood Education/ Inservice Teacher Education/ *Kindergarten/ Parent Participation/ *Preschool Programs/ Program Evaluation/ Reading Readiness/ *Test Results

Identifiers: Boehm Test of Basic Concepts/ ESEA Title 1 Projects/ Metropolitan Reading Readiness Test

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TOPIC: Current JDRP Project Document

Project: Early Childhood Education -- All Day Kindergarten

Project Site: Cincinnati, Ohio

ED060956 PS005494
Early Childhood Education Project Evaluation, 1969-70. ESEA Title I.
Nieman, Ronald H.
Cincinnati Public Schools, Ohio.
71 31p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The Early Childhood Education Project in 1969-70 maintained the same basic emphasis as in preceding years. The primary focus was on communication skill development and parental involvement. The results of this year's operation show evidence that the more treatment given pre-school-age children, the more positive the results will be. Project children attending all-day kindergarten classes performed significantly higher than those children in the traditional half-day classes on the "Metropolitan Reading Readiness Test." (Author)

Descriptors: Auditory Perception/ Child Development/ *Communication Skills/ Comparative Analysis/ Disadvantaged Youth/ *Early Childhood Education/ Health Education/ Inservice Teacher Education/ Intervention/ Kindergarten Children/ Language Skills/ Low Income Groups/ *Parent Participation/ Perceptual Development/ Preschool Children/ *Program Evaluation/ *Reading Readiness Tests
Identifiers: ESEA Title 1 Projects/ *Metropolitan Reading Readiness Test

Descriptors:

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TOPIC: Current JDRP project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133163 SE021478

Anthropology - Ecology. Project ECOLogy ELE Pak, Skidmore Pak .

Skidmore, Margaret

Highline Public Schools, Seattle, Wash.

76 36p.; For related documents, see SE 021 438-477

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit may be used as an introduction to the study of anthropology, the influence of ecology on the study of anthropology, and an introduction to the physical school environment. For best results, it should be used at the beginning of the school year. Lesson No. 1 can be completed by any teacher at any schools. Lessons No. 2 and 3 will have to be modified to fit your particular school surroundings, but all notes, preparations, and test patterns can be followed as they are included here by substituting your school map and particular school information. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Anthropology/ *Ecology/ *Environment/ Environmental Education/ *Instructional Materials/ *Secondary Education/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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Section: D **TOPIC:** Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133162 SE021477
Energy Futures... Project ECOLogy ELE Pak, Parr Pak
Parr, Donald
Highline Public Schools, Seattle, Wash.
76 58p.; For related documents, see SE 021 438-478; Contains occasional light type
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on energy is designed for junior high school science students. The 11 concepts of the unit have been developed into 11 lessons that should take from two to three weeks to complete. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. (RH)

Descriptors: Conservation Education/ *Energy/ Environment/ *Environmental Education/ *Instructional Materials/ Junior High School Students/ *Natural Resources/ *Secondary School Science/ *Units of Study (Subject Fields)
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133161 SE021476
Archaeology/Ecology. Project ECOLogy ELE Pak, Muccilli Pak
.
Muccilli, Kathie
Highline Public Schools, Seattle, Wash.
76 66p.; For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit was written for seventh-grade students in anthropology. The six lessons and suggested activities will take from 15 to 30 days to complete. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Anthropology/ Archaeology/ *Ecology/ Environment/ Environmental Education/ *Instructional Materials / *Junior High School Students/ *Sciences/ *Social Studies/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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Section: D **TOPIC:** Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133160 SE021475
Air Pollution: What You Can & Can't See. Project ECOLogy ELE Pak, Thompson Pak. .
Thompson, Dennis W.
Highline Public Schools, Seattle, Wash.
76 21p.; For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit on air pollution is designed for secondary school students in grades 7 through 12. There are five lessons in the unit; since some of the activities can take as long as 90 days, use of the materials needs to be carefully planned. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. (RH)

Descriptors: *Air Pollution Control/ *Environment/ Environmental Education/ *Instructional Materials/ *Pollution/ *Secondary School Science/ *Units of Study (Subject Fields)
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133159 SE021474

The Sky Is Falling: A Study Of Particulates... . Project ECOLogy ELE Pak, Thompson Pak .

Thompson, Dennis W.

Highline Public Schools, Seattle, Wash.

76 23p.; For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. Designed for secondary school science classes, the unit is concerned with particulate matter of air pollution. Five lessons are included. The lessons include construction of equipment and collecting data. (RH)

Descriptors: *Environment/ Environmental Education/ *Instructional Materials/ *Pollution/ *Secondary Education/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Particulate Matter

Descriptors:

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Section: D **TOPIC:** Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133158 SE021473

Natural or Organic Foods? Project ECOLogy ELE Pak, Schmidt Pak .

Schmidt, Linda

Highline Public Schools, Seattle, Wash.

76 36p.; For related documents, see SE 021 430-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for secondary students in home economics classes. The content of the units focuses on natural and organic foods, characteristics of the foods, and uses of the foods. The seven lessons in this unit are designed to last over a period of two to three weeks. The materials were tried and evaluated: evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Environment/ Environmental Education/ *Food/ *Home Economics/ *Instructional Materials/ *Nutrition/ *Secondary Education/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Organic Foods

Descriptors:

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133157 SE021472

Food: The Challenge to Manage. Project ECOLogy ELE Pak, Roush Pak .

Roush, Judy

Highline Public Schools, Seattle, Wash.

76 58p.: For related documents, see SE 021 438-478; Contains occasional light and broken type

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for students at the senior high level who have a basic knowledge of nutrition, some experience in menu planning, and who are ready to put this knowledge of nutrition to work in selecting foods to attain maximum nutrition with a minimum of food waste. The unit is designed to take about two weeks. (RH)

Descriptors: *Consumer Education/ Environment/ Environmental Education/ *Food/ *Home Economics/ *Instructional Materials/ *Nutrition/ *Secondary Education/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133156 SE021471

Ever Stop to Think Man's Survival Is Dependent on His Use of Food Resources? Project ECOLogy ELE Pak, Nelson Pak .

Nelson, Judy

Highline Public Schools, Seattle, Wash.

76 24p.; For related documents, see SE 021 438-478; Contains Occasional light type

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for senior high school students who have a basic knowledge of nutrition and some experience in menu planning. The five lessons provide experiences in selecting, preparing, and storing foods to attain maximum nutrition with a minimum of food waste. Lessons are designed for the standard secondary school period of 45-60 minutes; the unit is designed to take about three weeks. Each lesson includes the concept of the lesson, materials needed, procedure, evaluation procedures, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Conservation Education/ Environment/ Environmental Education/ *Food/ *Home Economics/ *Instructional Materials/ *Nutrition/ *Secondary Education/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDR? Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133155 SE021470
The Drip Impact. Project ECOLogy ELE Pak, Jack Pak .
Staudacher, Jack
Highline Public Schools, Seattle, Wash.
76 88p.: For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for senior high science classes. The primary emphasis of the material is on water, water analysis, and possible methods of watershed management; while the materials were designed for use in and around the Highline Public School District, the materials and ideas can be very easily adapted to any high school area. The suggested time for the unit is approximately three weeks. In addition to the lesson plans, there is a variety of reference materials and materials for transparencies. (RH)

Descriptors: •Conservation Education/ Ecology/ Environment/ Environmental Education/ •Instructional Materials/ •Natural Resources/ Pollution/ Secondary Education/ •Secondary School Science/ •Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133154 SE021469

Exponential Explosions Today.... Tomorrow.... ? Project ECOLogy ELE Pak, Jensen Pak .

Jensen, Melanie

Highline Public Schools, Seattle, Wash.

76 41p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for junior high school mathematics classes and emphasizes applications of exponents to problems of population growth and pollution. The nine lessons are designed for about eleven school days. Each lesson includes the concept of the lesson, materials needed, procedure, evaluation activities, and suggested extra activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Environment/ Environmental Education/ *Instructional Materials/ Mathematics/ *Mathematics Education/ Pollution/ Population Growth/ *Secondary Education/ *Secondary School Mathematics/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Exponents

Descriptors:

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TOPIC: Current IDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133153 SE021468

From Rocks to Pots. Project ECOLogy ELE Pak, Grim Pak

Grim, Dale

Highline Public Schools, Seattle, Wash.

76 25p.; For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for use by art classes at the secondary school level; it illustrates the availability of natural clay and provides the student with experiences such as digging the clay, locating desirable clays, preparing it for production, and the use of the material as a means for creating pottery. Seven lessons are included in the unit. The field trip portion of the unit requires location of a site to obtain clay. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Art/ *Earth Science/ Environment/ Environmental Education/ *Instructional Materials/ *Secondary Education/ *Units of Study (Subject Fields)

Identifiers: *Clay/ Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133152 SE021467

Conducting Environmental Assessment Of Your Local Community. Project ECOLogy ELE Pak, Files Pak .

Files, Tom

Highline Public Schools, Seattle, Wash.

76 75p.; For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for use by junior high school social studies students. Emphasis of the unit is on planning and conducting an environmental assessment of your local community. The unit contains ten lessons as well as supplementary printed materials. The materials were tried and evaluated: evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Community Planning/ *Environment/ Environmental Education/ *Instructional Materials/ *Secondary Education/ *Social Sciences/ *Units of Study (Subject Fields)/ Waste Disposal

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133151 88 SE021466
Overpopulation Produces.... What Are We Going To Do About It? Project ECOLogy ELE Pak, Edgar Pak
Edgar, Linda
Highline Public Schools, Seattle, Wash.
76 63p.; For related documents, see SE 021 438-478; Dittos 1 and 7 have been removed due to copyright restrictions
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This unit is one of a series produced for environmental education programs by the Highline Public Schools. These materials are designed for use with junior high school students studying the concept of population, population trends, and problems created by changes in populations. The seven concepts in the unit take about three weeks to complete. The materials are most easily adapted to science or geography classes. Each lesson includes the concept of the lesson, materials needed, probable time for the lesson, procedure, evaluative activity, and suggested extra activities. Materials for making ditto masters are included. (RH)

Descriptors: Ecology/ Environment/ *Environmental Education/ Geography/ *Instructional Materials/ *Overpopulation/ Population Growth/ *Population Trends/ Science Education/ *Secondary Education/ *Units of Study (Subject Fields)
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133150 SE021465
...About This Problem of Air Pollution... . Project ECOLogy ELE Pak, Wright Pak .
Wright, Jan
Highline Public Schools, Seattle, Wash.
76 23p.; For related documents, see SE 021 438-478; Contains occasional broken type
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The lessons in this unit are designed to help students discover causes, effects, and results of air pollution through involvement in various activities; it is recommended for intermediate grade elementary school pupils. The unit can be used independently, but it is recommended for use with or following the unit entitled "It's All in the Air." The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: Air Pollution Control/ *Elementary Education/ *Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ *Pollution/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133149 SE021464

It's All in the Air. Project ECOLogy ELE Pak, Wright Pak .

Wright, Jan

Highline Public Schools, Seattle, Wash.

76 21p.; For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for intermediate grade elementary school students. Emphasized in the units are air, the use of air, and air pollution. The seven lessons can be used consecutively or spaced throughout the year. Each lesson includes the concept of the lesson, materials needed, procedure, and evaluation activities. Some lessons include supplemental activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Elementary Education/ *Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ Natural Resources/ *Pollution/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning

Project Site: Seattle, Washington

ED133148 SE021463
This Land Is Your Land. Project ECOLogy ELE Pak, Weber Pak

Weber, Lee
Highline Public Schools, Seattle, Wash.
76 34p.: For related documents, see SE 021 438-478: Drawings may not reproduce well
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit has been constructed for use by intermediate grade elementary school pupils. The seven lessons are designed to inform students about the land to develop a land ethic. The unit should be able to be completed in two to three weeks. The fifth lesson is a three hour field trip; the other lessons occur in the classroom and should take from one-half to one hour each. (RH)

Descriptors: *Earth Science/ *Elementary School Science/ *Environment/ *Environmental Education/ *Instructional Materials/ *Units of Study (Subject Fields)
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning

Project Site: Seattle, Washington

ED133147 SE021462

Please Touch ... Touching Is Living - And Living Is O.K. Project ECOLogy ELE Pak, Thorsen-Amoe Pak .

Thorson, Michael; Amoe, Ruth

Highline Public Schools, Seattle, Wash.

76 23p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed to direct intermediate grade pupils to positive attitudes and actions in the preservation of their environment. The culminating activity is the construction and placement of positive ecology signs. The goals of this unit are to: (1) foster positive ecological attitudes; (2) become involved in community action; and (3) use elementary construction methods and tools. The time suggested for the unit is three weeks. (RH)

Descriptors: *Community Action/ Ecology/ *Elementary Education/ *Environment/ *Environmental Education/ *Instructional Materials/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133146 SE021461

Round and Round It Goes: A Study of Ecological Cycles. Project ECOLogy ELE Pak, Roaa Pak .

Ross, Catherine

Highline Public Schools, Seattle, Wash.

76 52p.; For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit, designed for third- and fourth-grade students, emphasizes cycles and focuses on the water, oxygen, and nutrient cycles. The eleven lessons in this unit are designed to take one-half to one hour each. Use of the extra activities would increase the time for most lessons. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Ecology/ *Elementary Education/ *Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED133145 SE021460

Thoughts from You. Project ECOLogy ELE Pak, Northrop Pak .

Northrop, Liz

Highline Public Schools, Seattle, Wash.

76 46p.: For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed to assist sixth-grade students to increase their awareness and appreciation of their environment, and to develop their thinking and feelings concerning it by using creative writing. It is recommended that the seven lessons be spaced over a time span of about four weeks. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluation activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Creative Writing/ *Ecology/ *Elementary Education/ *Environment/ *Environmental Education/ Grade 6/ *Instructional Materials/ Pollution/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning

Project Site: Seattle, Washington

ED132022 SE021458

And Then - Recycling. Project ECOLogy ELE Pak, Lewis Pak .

Lewis, Dave

Highline Public Schools, Seattle, Wash.

76 33p.; For related documents, see SE 021 438-478; Page 25 not included due to copyright restrictions; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. There are seven concepts in this unit on recycling which is designed for grade five and six students. Each concept has one lesson that is comprised of several activities. Several suggested extra activities have been added to further the students' investigations and to enhance their understanding of glass and the problems related to glass. If all activities are used, the unit will take longer than three weeks. The materials were evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Conservation Education/ *Elementary Education/ *Environment/ Environmental Education/ Glass/ *Instructional Materials/ Natural Resources/ *Recycling/ Units of Study (Subject Fields)/ Waste Disposal/ *Wastes

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132021 SE021457
Mind-Full of Ecology. Project ECOLogy ELE Pak, Horton Pak .
Horton, Sue
Highline Public Schools, Seattle, Wash.
76 82p.: For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This ecology unit has been designed to be used as an individualized reading program, the duration of which is about three weeks. The purpose is to help intermediate grade elementary school pupils become more aware of their natural world and their responsibility to it. Activities include science, spelling, vocabulary, creative writing, art, drama, and social studies. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Ecology/ *Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ *Language Arts/ *Reading/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132020 SE021456
Peabody's Time Machine. Project ECOLogy ELE Pak, Hirschel Pak.
Hirschel, John
Highline Public Schools, Seattle, Wash.
76 93p.; For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for use by a substitute teacher for instruction of intermediate grade elementary school pupils. The kit provides three days of lesson plans. There is closure at the end of each lesson and each day. Much emphasis is placed on the visual aspect of learning. Numerous transparencies are used with accompanying storylines. Sheets for making transparencies are provided. (RH)

Descriptors: *Elementary Education/ *Elementary School Science/ *Environment/ *Environmental Education/ *Instructional Materials/ *Interdisciplinary Approach/ Language Arts/ Mathematics/ Social Studies/ Units of Study (Subject Fields)
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132019 SE021455

Who Has a Better Idea? Project ECOLogy ELE Pak, Hearst Pak
.

Hearst, Gordon

Highline Public Schools, Seattle, Wash.

76 23p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on technology, the environment, natural resources, and human values, is designed for upper grade elementary school pupils. Each of the 10 lessons is designed for a 1-2 hour period of time. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: Ecology/ *Elementary Education/ Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ Natural Resources/ Social Studies/ *Technology/ Units of Study (Subject Fields)/ *Values

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132018 SE021454

Environment. Project ECOLogy ELE Pak, Dorland Pak .

Dorland, Billie

Highline Public Schools, Seattle, Wash.

76 53p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit, which focuses on environment and ecology, is designed for upper grade elementary school pupils. Since the five lessons were designed specifically for substitute teachers, each is completely self-contained. Each lesson is developed in four stages: (1) visual aids-colored posters; (2) development of an ecological concept; (3) relating the concept to a form of literature; and (4) culminating the experience with a creative art lesson. (RH)

Descriptors: Art/ *Ecology/ *Elementary Education/ *Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ Interdisciplinary Approach/ Language Arts/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132017 SE021453

Eco-Kids Fly Off to the Forests. Project ECOLogy ELE Pak, Bell Pak .

Bell, Loretta

Highline Public Schools, Seattle, Wash.

76 93p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit was designed for use with fourth-grade students: it focuses on three forest biomes. Each of the biomes has characteristics of its own. The unit includes eight lessons, as well as additional activities. The unit, which incorporates interdisciplinary experiences, is designed for a minimum of two weeks instruction. While some of the activities are designed for local resources in the state of Washington, these activities could be adapted to other sites. Suggested references and films are included. The materials were tried and evaluated; evaluation data may be obtained from Highline Public Schools. (RH)

Descriptors: *Botany/ *Ecology/ *Elementary Education/ *Elementary School Science/ Environment/ Environmental Education/ *Forestry/ Grade 4/ Instructional Materials/ *Interdisciplinary Approach/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132016 SE021452

Practice What You Preach Project ECOLogy ELE Pak, Backman & Lorain Pak .

Backman, Judi; Lorain, Sue

Highline Public Schools, Seattle, Wash.

76 36p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed to be used with intermediate grade elementary school pupils. The intent of the 10 lessons is to provide activities that create a positive inner environment for each child so that effectiveness in the immediate and global environment can be increased. There are no right or wrong responses; rather the measure of success is in attitudinal changes of students. The activities are not in a particular sequence; they can be presented in a condensed time period or spaced throughout the year. (RH)

Descriptors: *Attitudes/ *Elementary Education/ *Environment / Environmental Education/ *Instructional Materials/ *Self Concept/ Social Studies/ Student Attitudes/ Units of Study (Subject Fields)/ *Values

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132015 SE021451

Acting for Ecology. Project ECOLogy ELE Pak, Ausen Pak .

Ausen, Wayne

Highline Public Schools, Seattle, Wash.

76 15p.; For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit was designed for the fourth-, fifth-, and sixth-grades to learn about ecology with the use of creative drama. The six lessons can be interchanged in any way that fits the needs of the class. Use of all six lessons should take about two weeks, but time will vary depending on how each class works. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Drama/ *Ecology/ Elementary Education/ *Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132014 SE021450

Eco-Kids: Experiment with Air on Spaceship Earth. Project ECOLogy ELE Pak, Bell Pak .

Bell, Loretta

Highline Public Schools, Seattle, Wash.

76 77p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, Wasn. 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit, designed for intermediate grades in the elementary schools, is concerned with the study of air, air pollution, effects of air pollution, and ways of improving the quality of the air. Six lessons are included in the unit; most of the lessons contain activities that relate to a number of disciplines in addition to science. Background information, reference materials, and a film list are provided. (RH)

Descriptors: Elementary Education/ *Elementary School Science/ *Environment/ Environmental Education/ *Instructional Materials/ *Interdisciplinary Approach/ Pollution/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Documunt

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132013 SE021449
Biotic Communities. Project ECOLogy ELE Pak, Amoe-Thorson Pak .
Amoe, Ruth; Thorson, Michael
Highline Public Schools, Seattle, Wash.
76 55p.; For related documents, see SE 021 438-478; Contains occasional light type
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit provides a number of activities to introduce students to ways of studying biotic communities, help them become good observers, and provide them with opportunities to use their skills. The materials include suggested activities, and forms to assist data collection. The materials are designed for use with upper elementary - junior high school students. (RH)

Descriptors: Biology/ *Ecology/ *Elementary School Science/ *Environment/ Environmental Education/ *Field Studies/ *Instructional Materials/ Science Activities/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132012 SE021448
You Are What You Eat. Project ECOLogy ELE Pak, Campbell Pak.

Campbell, Marsha
Highline Public Schools, Seattle, Wash.
76 51p.; For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit for elementary students in intermediate grades is concerned with nutrition, basic food groups, food production careers, future trends in food production and population growth, and ecology. The unit of 18 lessons is to be used over a six week time span with lessons each day. The length of each lesson varies from 30 minutes to several hours. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluation activities, and suggested extra activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Elementary Education/ *Elementary School Science/ Environment/ Environmental Education/ *Health Education/ *Instructional Materials/ Interdisciplinary Approach/ Intermediate Grades/ *Nutrition/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132011 SE021447

The Games Cities Play. Project ECOLogy ELE Pak, Amoe Pak .

Amoe, Ruth

Highline Public Schools, Seattle, Wash.

76 18p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is a simulation game and a part of the environmental education program developed by the Highline Public Schools. The game emphasizes why a city is formed, how it grows, where it develops, and some problems with which it must cope. It is designed to be used with elementary students in the intermediate grades. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *City Problems/ *Elementary Education/ Environment/ *Environmental Education/ *Instructional Materials/ *Units of Study (Subject Fields)/ *Urban Studies

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132010 SE021446
Earth Art. Project ECOLogy ELE Pak, Dye Pak .
Dye, Dick
Highline Public Schools, Seattle, Wash.
76 35p.; For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit for elementary school children is designed to help bring more art into the classroom and to help students become more aware of their environment. Included are six lessons and a bibliography of suggested student references. Each lesson outline includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggestions for additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: *Art/ *Elementary Education/ Elementary School Science/ *Environment/ *Environmental Education/ *Instructional Materials/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132009 SE021445
Home Sweet Earth. Project ECOLogy ELE Pak, Meaney Pak.
Meaney, Marie
Highline Public Schools, Seattle, Wash.
76 43p.; For related documents, see SE 021 438-478; Contains occasional light and broken type
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. The emphasis of the 10 lessons in this unit is on energy, the earth's resources, and the use of earth resources, by man and other living things. The materials are designed for use at grade 1, but could be used in higher grades. Each lesson usually includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and additional suggested activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: Ecology/ *Elementary School Science/ *Energy/ *Environment/ *Environmental Education/ Grade 1/ *Instructional Materials/ *Units of Study (Subject Fields)
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132008 SE021444

Exploration with Garbage. Project ECOLogy ELE Pak, Lund and Wolff Pak .

Lund, Cherie; Wolff, Chanelle

Highline Public Schools, Seattle, Wash.

76 34p.; For related documents, see SE 021 438-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is concerned with the topic of garbage. The eleven lessons explore what garbage is, problems of littering, ways to reduce garbage, and ways to use garbage. The materials were designed to be used with kindergarten pupils, but could be used effectively in lower elementary grades as well. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, and evaluation activities. In addition, a number of extra activities are suggested. These materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: Conservation (Environment)/ Elementary School Science/ Environment/ *Environmental Education/ *Instructional Materials/ *Kindergarten/ Natural Resources/ Units of Study (Subject Fields)/ *Waste Disposal/ *Wastes

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132007 SE021443

Your Nose Knows. Project ECOLogy ELE Pak, Meaney Pak .

Meaney, Marie

Highline Public Schools, Seattle, Wash.

76 18p.; For related documents, see SE 021 438-478; Contains broken type in Lessons

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for kindergarten pupils, but could be used effectively with primary pupils. The six lessons use the sense of smell to investigate various aspects of the earth, seasons, animals, and commercial use of fragrances. Each lesson includes the concept of the lesson, materials needed, procedure, and evaluative activities. (RH)

Descriptors: *Elementary School Science/ Environment/ *Environmental Education/ *Instructional Materials/ *Kindergarten/ Sensory Experience/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Odors

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132006 SE021442

Your World My World. Project ECOLogy ELE Pak, Peace Pak .

Peace, Shirley

Highline Public Schools, Seattle, Wash.

76 61p.; For related documents, see SE 021 438-478; Contains occasional light type

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit for kindergarten introduces the pupil to the concept of environment. Various aspects of the environment are explored through 14 lessons using our five senses. Each activity includes the concept of the lesson, materials needed, procedure, evaluation activities, and suggested additional activities. Also included are sheets for making overhead transparencies, resource lists, and background information. Materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: Biology/ *Ecology/ *Elementary School Science/ *Environment/ *Environmental Education/ *Instructional Materials/ Kindergarten/ *Units of Study (Subject Fields)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132005 SE021441
Water. Project ECOLogy ELE Pak, McGrath Pak .
McGrath, Jo Ellen
Highline Public Schools. Seattle, Wash.
76 65p.; For related documents, see SE 021 438-478; Contains occasional light type

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on water is designed for primary grades. Included are ten lessons. Each lesson includes the concepts of the lesson, materials needed, time for the activity, procedure, evaluative activities, and follow-up activities. Included are suggested films, books, and worksheets. Materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: Conservation (Environment)/ Elementary Education/ *Elementary School Science/ Environment/ *Environmental Education/ *Instructional Materials/ Natural Resources/ *Primary Education/ Science Education/ *Units of Study (Subject Fields)/ *Water Resources

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132004 SE021440
Living Today with an Eye Toward Tomorrow. Project ECOLogy ELE Pak, Wilder Pak .
Wilder, Lou
Highline Public Schools, Seattle, Wash.
76 21p.; For related documents, see SE 021 438-478
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for a ninth-grade Home Economics class. Included are five lessons. Most activities relate to energy use. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, and procedure. (RH)

Descriptors: *Energy/ *Environmental Education/ Grade 9/ *Home Economics/ *Instructional Materials/ *Secondary Education/ *Units of Study (Subject Fields)
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132003 SE021439

Cities Then and Now, and Where Do We Go from Here? Project ECOLogy ELE Pak, Skidmore, Muccilli Pak .

Skidmore, Margaret; Muccilli, Kathie

Highline Public Schools, Seattle, Wash.

76 96p.: For related documents, see SE 021 438-478; Contains occasional broken type

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on cities and urban life is designed for use with ninth-grade students, but could be used with other students. A variety of activities and materials for the activities are included. While some of the activities apply directly to Seattle, Washington, many could be used in any urban area. Each lesson usually includes the concept of the lesson, materials needed, notes to the teacher, procedures, and evaluation activities. (RH)

Descriptors: City Problems/ Environment/ *Environmental Education/ Grade 9/ *Instructional Materials/ *Secondary Education/ *Social Studies/ *Units of Study (Subject Fields)/ Urban Areas/ *Urban Environment

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: project ECOLogy (Environmental Career-Oriented Learning)

Project Site: Seattle, Washington

ED132002 SE021438

Water. Project ECOLogy ELE Pak, Toulouse & Edgar Pak .

Toulouse, Dick; Edgar, Linda

Highline Public Schools, Seattle, Wash.

76 58p.; For related documents, see SE 021 439-478

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Boulevard, S.W., Seattle, WA 98166 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on water is designed for seventh-grade science classes. Included are 13 lessons. Each lesson usually includes the concept of the lesson, materials needed, notes to the teacher, procedure, and evaluation activities. In addition, there are materials for making overhead transparencies and quiz sheets. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

Descriptors: Conservation (Environment)/ Environment/ *Environmental Education/ Grade 7/ *Instructional Materials/ Natural Resources/ *Secondary Education/ *Secondary School Science/ *Units of Study (Subject Fields)/ *Water Resources

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Educational Services for Schoolage Parents (ESSP)

Project Site: Flemington, New Jersey

ED094291 95 CG009064

Educational Services for Schoolage Parents. Resource Manual.

New Brunswick Board of Education, N.J.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Jan 74 82p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This resource manual contains the goals, evaluation design, evaluation results, and complete description of a program developed for schoolage parents in the New Brunswick, New Jersey public schools. The project was validated in 1973 by the standards and guidelines of the U.S. Office of Education and found to be successful, innovative, cost-effective, and exportable. The program provides educational, nutritional, and health care services for the pregnant student while she is attending public school. Guidelines are offered in the following areas: initiating the program, implementing the program, and administration of the program. Forms and reference materials are appended. (Author/PC)

Descriptors: Books/ Females/ Health Services/ Nutrition Instruction/ *Parenthood Education/ *Pregnant Students/ Program Descriptions/ *Pupil Personnel Services/ School Holding Power/ *Secondary School Students

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: project Emerge

Project Site: Dayton, Ohio

ED091476 95 UD014223

Project Emerge, Dayton, Ohio. 1972-73 Final Evaluation Report.

Dayton City School District, Ohio.

30 Jul 73 132p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.: DPSC-98-0035

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Project Emerge, funded under Title VIII of the 1965 Elementary Secondary Education Act, is located in the Model Cities Area, a black-inhabited west side section of Dayton, Ohio. The target school student population is 2,300 of which 20 percent come from families with low incomes. Project Emerge's major objectives are to reduce the dropout rate in grades 9-12, decrease absenteeism, and improve the students' academic performance and attitude toward school. Emerge further proposes to decrease semester suspensions. The project components include: Instructional (language arts, reading laboratory, mathematics laboratory, and staff development); and Service to Students/Cooperative Education (Guidance and counseling, health programs, "shop," early childhood program, work experience program, automotive professional training, and inservice training). During the first three years of the project (1969-72) an average of 1,340 students per year participated in the various project components. This year involved almost all of the 1,700 Roosevelt students and about 100 seventh- and eighth-grade MacFarlane students in the various programs. The project appears to have faired pretty well when overall one year objectives are viewed. The number of dropouts decreased, attendance increased, and semester expulsions decreased. However few of the supporting objectives were met. That the overall one year objectives were met seems to be related more to changes in board policy and the courts than in the efforts of Project Emerge. (Author/JM)

Descriptors: Attendance Patterns/ Curriculum Development/ *Dropout Prevention/ *Dropout Rate/ Economically Disadvantaged / High Schools/ High School Students/ Negro Students/ *Program Evaluation/ School Holding Power/ Student Attitudes/ *Urban Education

Identifiers: Elementary Secondary Education Act Title VIII/ ESEA Title VIII/ *Ohio/ Project Emerge

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TOPIC: Current JDRP Project Document

Project: Engineered Classroom forStudents Who are Both Educably Mentally Retarded and Behaviorally Maladjusted

Project Site: Papillion, Nebraska

ED089518 EC061486

The Engineered Adjustment Classroom.

Spilker, George

Papillion Public Schools, Nebr.

15 Jan 72 48p.; For related information see EC 061484 and EC 061485

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Described are the curriculum, behavioral modification program, summer activities, and parent involvement in the Papillion (Nebraska) Title III elementary level "engineered classroom" program for emotionally disturbed students. Noted is program initiation after parents and teachers became upset over poor academic progress and behaviors of an increasing number of children. Development of such a program is said to involve analysis, staff dedication, high cost, a low student-staff ratio, lengthy inservice teacher training, and parental cooperation. The curriculum is discussed in relation to individualization in reading (using aids such as programed reading, phonics, and games) and mathematics (using aids such as Continental Press materials and drills). Behavioral modification is seen to comprise observation, selection of trategies, use of positive and negative reinforcement, and intervention procedures ranging from a shortened assignment through change of media (such as writing with a crayon), to removal of the child from school. Focused on is the summer program designed to maintain the structured environment and provide activities such as math games, reading games and field trips without academic pressure. Given as an example of approaches used to interest summer students is an animal unit which included activities in the following areas: poetry, music, books, art, math, reading, and science. Noted is a science activity which requires a student to observe worms and act like a worm. Among approaches to parent education cited are a weekly phone conference, group parent sessions, and five parent teacher conferences per year. The following are among included forms: a child referral form, a classroom schedule behavior rating scales, a teacher conference report, and a parent questionnaire. (MC)

Descriptors: *Behavior Change/ *Curriculum/ Elementary School Students/ *Emotionally Disturbed/ *Exceptional Child Education/ Operant Conditioning/ Parent Role/ *Program Descriptions/ Reinforcement/ Summer Programs

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Engineered Classroom for Students Who are Bothe Educably Mentally Handicapped and Behaviorally Maladjusted

Project Site: Papillion, Nebraska

ED089517 EC061485

The Engineered Adjustment Classroom: Parent Manual.

Heater, Jim

Papillion Public Schools, Nebr.

74 9p.; For related information see EC 061484 and EC 061486

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Presented is a manual for parents of children in the Papillion (Nebraska) Title III elementary level "engineered classroom" program which stresses accomplishment of academic goals by emotionally disturbed students. Explained are the concept of behavioral modification, how children learn, practical aspects of negative and positive reinforcement, and situations when punishment is effective. Parents are urged to try some of the ideas presented which involve reinforcing the child's good behavior and ignoring bad behavior to prevent problem behaviors from developing. (MC)

Descriptors: *Behavior Change/ Child Rearing/ Elementary School Students/ *Emotionally Disturbed/ *Exceptional Child Education/ Operant Conditioning/ Parent Education/ *Parent Role/ *Reinforcement

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: **Current JDRP Project Document**

Project: **Engineered Classroom for Students Who are Bothe Educably Mentally Handicapped and Behaviorally Maladjusted**

Project Site: **Papillion, Nebraska**

ED089516 EC061484

Engineered Adjustment Classroom: The Instructional Assistant Aide.

Spilker, George

Papillion Public Schools, Nebr.

15 Nov 72 56p.; For related information see EC 061485 and EC 061486

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Described is the role of the teacher aide in the Papillion (Nebraska) Title III elementary level "engineered classroom" program which stresses accomplishment of academic goals by emotionally disturbed students. Noted is the aides' goal of carrying out students' prescriptions provided by the teacher and psychologist. Described are the aides' duties such as listening to children read, the classroom schedule, aide recruitment based on criteria stressing empathy, the 2-week comprehensive inservice program, and evaluation. An evaluation form is included. The aide is said to rate each child's behaviors during each daily instructional period on a rating scale (included) and to use the following intervention procedures: the academic assignment, movement of the child in the classroom, changes in writing media, nonacademic assignments, and temporary removal from the classroom. Appendixes include the following components: suggestions for classroom reinforcement such as listed praising words and phrases, math game prescriptions such as playing store, reading game prescriptions such as making words from "Thanksgiving", science prescriptions such as investigating temperature control in a spacecraft, art prescriptions such as making a leaf print, and communication prescriptions such as calling authorities in time of need. (MC)

Descriptors: Academic Achievement/ *Behavior Change/ *Diagnostic Teaching/ Elementary School Students/ *Emotionally Disturbed/ *Exceptional Child Education/ Instructional Materials/ Intervention/ *Teacher Aides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED150295 CE014169

ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.

Buttram, Joan L.; Blair, Mark W.

Research for Better Schools, Inc., Philadelphia, Pa.

15 Aug 77 154p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Prince William County School Board, Manassas, Va.

Grant No.: JO3-7600227

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

A third-party evaluation was conducted of the first year of the Exploring Careers through Experiential Learning project (ExCEL). ExCEL is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Prince William County, Virginia. and to assist high school students in successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning sites. Student growth is facilitated primarily through six student learning activities: career explorations, learning levels, life skills projects, functional competencies, student journals, and employer seminars and sponsored field trips. Data was collected concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, and implementation of learning activities), and concerning student outcomes and participant perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made concerned the increased recruitment of the economic sector to serve as community learning sites, additional staff training in individualizing instruction, and greater opportunities for students to investigate nontraditional careers and observe nontraditional role models in work situations. (TA)

Descriptors: Academic Achievement/ *Career Education/ Career Exploration/ *Educational Alternatives/ Educational Objectives / Parent Attitudes/ Program Administration/ Program Descriptions/ *Program Development/ *Program Effectiveness/ *School Community Cooperation/ Senior High Schools/ Sex Stereotypes/ Skill Development/ Student Attitudes/ Student Characteristics/ Student Improvement/ Teacher Attitudes/ Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Virginia

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED150294 CE014166

Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.

Strandmark, John F.; And Others

Research for Better Schools, Inc., Philadelphia, Pa.

25 Aug 77 123p.; Appendix B (evaluation instrument) was removed because of copyright

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Philadelphia School District, Pa.

Grant No.: J03-76-00230-502

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

A third-party evaluation was conducted of the first year of the Building Experience-Based Career Education project (BEBCE). BEBCE is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Philadelphia and to assist high school students in successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning sites. Student growth is facilitated primarily through seven individualized learning activities: career explorations, investigations, projects, life competencies, student journals, employer seminars, and term papers. Data is provided concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, implementation of learning activities), and concerning student outcomes and participant perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made included the following: increase nontraditional career opportunities and role models for students and provide additional staff training in sex fairness and in individualization of instruction. (TA)

Descriptors: *Academic Achievement/ *Career Education/ Career Exploration/ *Educational Alternatives/ Educational Objectives/ Parent Attitudes/ Program Administration/ Program Descriptions/ *Program Development/ Program Effectiveness/ *School Community Cooperation/ Senior High Schools/ Sex Stereotypes/ Skill Development/ Student Attitudes/ Student Characteristics/ Student Improvement/ Teacher Attitudes/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Pennsylvania (Philadelphia)

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED149129 08 CE014396

Planning for Change through Career Education. Interim Report.

Wyoming State Dept. of Education, Cheyenne.; Wyoming Univ., Laramie. Coll. of Education.

Sep 77 118p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502AH-60063

Grant No.: G08-76-00116

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Evaluation was conducted of the first year of a project designed to plan, implement, evaluate, and diffuse a comprehensive experience based career education (EBCE) curricular model through cooperation of four Wyoming school districts, the University of Wyoming College of Education, Project Wyoming Innovative Network Schools (WINS), and the Wyoming State Department of Education. The four school districts involved in the adaptation of the Northwest Regional Education Laboratory's (NWREL) EBCE model were Cheyenne, Laramie, Lander, and Glenrock. Emphasis of the third-party evaluation was on learner outcomes. Experimental and control group student outcomes in the areas of life skills, basic skills, career development, and other project activities were assessed using a pretest-posttest experimental design or a gain score analysis using the NWREL testing program and additional instruments developed by the evaluator. Students had positive feelings about the project with strong emphasis on student journals and job explorations. Students and employers participating in the program were interviewed. The overall conclusion drawn was that the project was implemented and managed in an excellent fashion; progress in all areas was satisfactory. It was recommended that the cooperating institutions develop a system for community collaboration, or the project would achieve only limited impact on educational goals and objectives. (Individual reports made by each demonstration site are attached.) (TA)

Descriptors: Academic Achievement/ *Career Education/ Career Exploration/ Curriculum Development/ *Educational Alternatives / Educational Coordination/ Educational Objectives/ Employer Attitudes/ Interagency Cooperation/ Program Administration/ Program Descriptions/ *Program Development/ *Program Effectiveness/ School Community Cooperation/ School Districts/ Senior High Schools/ Skill Development/ Student Attitudes/ Student Improvement/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Wyoming

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED147623 08 CE014104

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

Lafferty, Bill R.

Education Service Center Region 20, San Antonio, Tex.

30 Oct 77 227p.; Parts of appendixes may be marginally legible due to print quality

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502-AH-60020

Grant No.: G61-76-00967-502

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

The three-year San Antonio Experience-Based Career Education (EBCE) Project, an implementation of the Northwest Regional Educational Laboratory EBCE model, was evaluated for its first year of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale Independent School District and the San Antonio Independent School District. Learning resources consisted of those in the learning center and those provided at community sites. Twenty program and twenty control students were selected in both school districts. The project evaluation covered two components: process and outcome. The process focused on program elements deemed essential for a valid demonstration of the EBCE model. The outcome evaluation was designed to test a set of hypotheses related to student development in career, life, and basic skills and utilized a battery of four tests for pre- and posttest measures. Results showed that both school districts were successful in planning and implementing the project. Outcome evaluation demonstrated very strong comparative effects in attitude toward school, self-acceptance, and others acceptance. Life skills were positively affected by participation in the program. Career skills results showed no consistent patterns of difference between the program and control students. (This report includes three major sections: annual interim report, third-party evaluation, and appended project materials.) (SH)

Descriptors: Career Awareness/ *Career Exploration/ *Cooperative Programs/ Demonstration Projects/ *Individual Development/ Learning Laboratories/ Program Administration/ *Program Effectiveness/ Program Validation/ *School Community Cooperation/ Senior High Schools/ Skill Development/ Student Attitudes/ Student Evaluation/ *Vocational Development

Identifiers: *Experience Based Career Education/ Texas (San Antonio)

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED147546 08 CE013840

Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.

Parkway School District, Chesterfield, Mo.

77 138p.; Some parts of document may not reproduce clearly due to quality of print

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502AH60005

Grant No.: G07-76-0092-502

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

An evaluation was conducted on the first year operations of the three-year Parkway, Missouri, Experienced Based Career Education (EBCE) program, which offered a one-year alternative educational experience for selected grade 11 and 12 students. The ten overall program goals evaluated follow those developed by the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon. Three broad curriculum components--life skills, basic skills, and career development--were integrated to emphasize the relationships among career goals, academic choices, and personal aspirations. A total of sixty-three students participated in the program. No pretesting was conducted, but students were given criterion-referenced tests as part of the third-party evaluation. Other components of the evaluation were development of an optical scan recordkeeping form, interviews and surveys, and documentation of program activities. Each evaluation activity corresponded to different program objectives. Evaluation results included the following: (1) The EBCE students generally performed better on the criterion-referenced tests than did the control students; and (2) students and parents viewed the program positively. (Appendixes, comprising half the document, include publicity articles, EBCE job sites, career exploration guide, and the twenty-seven page third-party final evaluation report.) (TA)

Descriptors: Business/ *Career Education/ Career Exploration / Curriculum Development/ *Educational Alternatives/ Educational Objectives/ Learning Experience/ Parent Attitudes/ Program Attitudes/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ Program Validation/ *School Community Cooperation/ Senior High Schools/ Student Attitudes/ Student Evaluation/ Student Improvement/ Student Interests/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experienced Based Career Education/ Parkway School District MO

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED147541 08 CE013814

Relevant Experiences for Alternative Learning Project. Year 1. Third-Party Annual Evaluation Report.

Wasdyke, Raymond G.

Educational Testing Service, Princeton, N.J.

77 39p.; Parts of appendix may not reproduce clearly due to quality of print

Sponsoring Agency: Newark School District, Del.; Office of Education (DHEW), Washington, D.C.

Report No.: 2031600

Grant No.: J-03-76-00229-502

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This report of the first-year operations of project REAL (Relevant Experiences for Alternative Learning), an experience based career education (EBCE) project based on the EBCE model developed by Northwest Regional Educational Laboratories, is presented in four parts. (The three broad characteristics of Project REAL follow: student-centered and provided personalized learning experiences to participating students; focus of student learning activities was in the community; and instructional experiences of an academic nature were integrated with career development experiences.) Section 1 includes an introduction to the project goals and explains the scope of the evaluation. Section 2, pertaining to student outcomes, covers information on the students' performance level in the basic skill areas, their job knowledge, their knowledge of career decision making, and their ability to complete seven "survival skills" competencies. Section 3, pertaining to student process objectives, reports information on student placement in community exploratory and project learning activities, high school credits earned, student assessment, and implementation of sex-fair guidance, placement, counseling and follow-up services. Section 4 discusses implementation of the project management plan, parental approval, insurance protection, staff development, employment of needed personnal, and establishment of an advisory board. (BM)

Descriptors: Academic Achievement/ Advisory Committees/ Basic Skills/ *Career Education/ *Career Exploration/ Decision Making Skills/ Educational Alternatives/ *Field Experience Programs/ Management/ Parent Attitudes/ *Program Administration/ Program Development/ *Program Effectiveness/ Program Validation/ School Community Cooperation/ Senior High Schools/ Skill Development/ Staff Improvement/ Student Attitudes/ Student Improvement/ *Vocational Development/ Vocational Followup

Identifiers: Delaware/ Delaware (Newark)/ *Experience Based Career Education

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED147534 08 CE013761

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.

Fayette County Public Schools, Lexington, Ky.

Aug 77 310p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502AH60002

Grant No.: G04-76-03002

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

An evaluation was conducted of the Fayette County, Kentucky, implementation of the Northwest Regional Educational Laboratory Experience Based Career Education (NWREL/EBCE) program model, which allowed for the provision of community educational experiences for eleventh and twelfth grade students. Individualized learning plans served as a basis for the EBCE program activities and academic requirements and work experience opportunities were integrated into a comprehensive curriculum which included experiences in basic skills, life skills, and career development. Information was gathered on student outcome and demography; parent, employer, and staff perceptions/opinions; and implementation process data. Conclusions based on analysis of process results were made in the areas of inservice, curriculum and instruction, development of individual learning plans, avoidance and elimination of race and sex bias and stereotyping, and student placement. In the area of evaluation, it was concluded that EBCE students' measured growth in basic skills and attitudes toward the learning environment, career knowledge, planning, and maturity were comparable to comparison students; EBCE students showed no gains in reducing their sex-role stereotyping. It was conjectured that the lack of student data to support the program's visible positive impact was the result of assessment instruments that may have been too insensitive to measure the actual program impact. (Appendixes, which comprise a major portion of the document, include project materials and the third-party final evaluation report.) (TA)

Descriptors: Academic Achievement/ Business/ Career Education/ *Career Exploration/ Credit Courses/ *Educational Alternatives/ Employer Attitudes/ Grade 11/ Grade 12/ Individualized Curriculum/ Learning Experience/ Parent Attitudes/ *Program Attitudes/ Program Descriptions/ Program Effectiveness/ Program Validation/ *School Community Cooperation/ Senior High Schools/ Sex Stereotypes/ Student Attitudes/ Student Evaluation/ Student Improvement/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Kentucky

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED147527 08 CE013638

Conecuh County Experienced-Based Career Education. Interim Report.

Conecuh County Board of Education, Evergreen, Ala.

77 169p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 503-AH6-0066

Grant No.: G04-76-03000

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

The Coneouh County, Alabama, Experienced Based Career Education (EBCE) project, based on the Northwest Regional Educational Laboratory (NWREL) model, was evaluated for the period of October 1, 1976 to September 30, 1977. Assessment instruments gathered data in the areas of basic skills, career development skills, and life skills from twenty-three EBCE students and fifteen comparison students on a pretest-posttest basis. Parents of EBCE students and employers providing work experiences for students were administered questionnaires. Staff and process data were also collected. It was concluded that EBCE should continue in the Conecuh County school system, and that increases in self attitudes, attitude toward school, attitude toward others, attitude toward education in general, and increases in academic achievement comparable to that of students who participated in the traditional setting are substantial indicative results of the need for the program. (Appendixes, which make up the greater part of the document, contain the third-party final evaluation report, testing instruments, and questionnaires used in the study.) (TA)

Descriptors: Attitudes/ Business/ *Career Education/ Educational Alternatives/ Educational Objectives/ Employer Attitudes/ Parent Attitudes/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ Program Validation/ *School Community Cooperation/ Secondary Education/ Student Attitudes/ Student Evaluation/ *Student Improvement/ *Vocational Development/ *Work Experience Programs

Identifiers: Alabama (Conecuh County)/ *Experienced Based Career Education

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TOPIC: Current JDRP Project Document

Project: Experience–Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED143775 08 CE011218

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.

Owens, Thomas R.; Haenn, Joseph F.

Northwest Regional Educational Lab., Portland, Oreg.

Sep 76 139p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-4-0010

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Evaluation conducted during the 1975-76 school year of the Experience-Based Career Education (EBCE) program at Northwest Regional Educational Laboratory (NWREL) is reported, focusing on the evaluation findings of the EBCE demonstration project in Tigard, Oregon called Community Experiences for Career Education, (CE)2, and the five NWREL EBCE pilot sites and separate EBCE materials. (EBCE is a comprehensive, individualized career education program that integrates basic skills, life skills, and career development through work and learning experiences in the community.) This report contains a description of the program as it operated in its fourth year and the evaluation results for students who have participated in (CE)2 during the past year and those who have completed two years of program participation. Staff interview results related to the demonstration site's role in EBCE training and demonstration are also reported. The evaluation of the efforts to implement EBCE in NWREL pilot sites and participant outcome results are summarized. Summary and discussion of findings related to the use of separate EBCE packets and the EBCE handbooks are included. Appendixes contain the tabulated responses to various questionnaires and the narrative reports of the demonstration site and second-year pilot site. (TA)

Descriptors: Basic Skills/ *Career Education/ Daily Living Skills/ Educational Objectives/ Employer Attitudes/ Evaluation Methods/ Individualized Programs/ Participant Satisfaction/ Program Attitudes/ *Program Effectiveness/ Program Evaluation/ *Regional Programs/ *School Community Cooperation/ School Community Programs/ Secondary Education/ *Skill Development/ Student Development/ Student Evaluation/ *Work Experience Programs

Identifiers: Community Experiences for Career Education/ *Experience Based Career Education/ Oregon/ Oregon (Tigard)

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED142701 08 CE011269

NWREL Experience-Based Career Education Program. FY 75 Final Evaluation Report. Appendices.

Northwest Regional Educational Lab., Portland, Oreg.

Sep 75 187p.; For a related document see CE 011 268

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-4-0010

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Fourteen appendixes to the fiscal year 1975 final evaluation report of the Northwest Regional Educational Laboratory (NWREL) Experience-Based Career Education (EBCE) program are contained in this volume to provide supportive descriptive and technical information. Appendixes A to J relate to the Community Experiences for Career Education--(CE)2--program in Tigard, Oregon, one of four EBCE programs. These appendixes are titled as follows: Summary of Student Descriptive Data, MANOVA and MANCOVA Summaries, Description of Instruments, Tabulated Responses to the (CE)2 Student End of Year Questionnaire, (CE)2 Student Midyear Interview Summary, Tabulated Responses to the (CE)2 Staff Questionnaire, Additional (CE)2 Case Study Student Profiles, Evaluation of (CE)2 Case Study Student Projects and Products, Explorations and Learning Levels of (CE)2 Students, and Behavioral Objectives of the (CE)2 Competencies. The remaining appendixes provide information regarding the EBCE implementation process and include the following: Tabulated Responses to the EBCE Implementation Training Workshop Questionnaire, Tabulated Responses to the Nonapplicant Student Questionnaire, Characteristics of Five EBCE Pilot Sites for FY '76, and Tabulated Responses to the EBCE Materials Usage Questionnaire. (TA)

Descriptors: *Behavioral Objectives/ *Case Studies/ *Measurement Instruments/ *Program Descriptions/ Program Evaluation/ Questionnaires/ Statistical Data/ Student Evaluation/ Surveys/ *Tables (Data)

Identifiers: *Community Experiences for Career Education/ *Experience Based Career Education/ Oregon/ Oregon (Tigard)

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

ED142700 08 CE011268

NWREL Experience-Based Career Education Program. FY 75 Final Evaluation Report.

Owens, Thomas; And Others

Northwest Regional Educational Lab., Portland, Oreg.

Sep 75 166p.; For a related document see CE 011 269

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-4-0010

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Evaluation conducted during the 1974-75 school year of the Experience-Based Career Education (EBCE) program at Northwest Regional Educational Laboratory (NWREL) is reported, focusing on the evaluation findings of the EBCE demonstration project in Tigard, Oregon called Community Experiences for Career Education (CE)2, and various EBCE implementation activities in other districts. (EBCE is a comprehensive, individualized career education program that integrates basic skills, life skills, and career development through work and learning experiences in the community.) This report contains results derived from a comparison of (CE)2 experimental group students with control group students, results pertaining to all (CE)2 students, findings from seven student case studies, and program evaluation findings. Summary of evaluation data collected on the implementation activities at NWREL includes an external evaluation of Project TOTAL (Total Opportunities Through Action Learning), an EBCE program based on (CE)2, reactions and perceptions of sites which used selected EBCE materials, an evaluation of implementation training workshops, and evaluation data on the overall implementation strategies and planning. Additional descriptive and technical data are contained in a separate volume of appendixes. (TA)

Descriptors: Basic Skills/ *Career Education/ Case Studies/ Daily Living Skills/ Educational Objectives/ Employer Attitudes/ Evaluation Methods/ Individualized Programs/ Participant Satisfaction/ Program Attitudes/ *Program Effectiveness/ Program Evaluation/ *Regional Programs/ *School Community Cooperation/ School Community Programs/ Secondary Education/ *Skill Development/ Student Development/ Student Evaluation/ *Work Experience Programs

Identifiers: Community Experiences for Career Education/ *Experience Based Career Education/ Oregon/ Oregon (Tigard

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

EJ100391 AA518582
Community Experiences for Career Education
Hagans, Rex W.; McClure, Larry J.
Journal of Research and Development in Education, 7, 3, 80-90 Spr 74

Discussed some programs designed to introduce adolescents to direct experience with adults in the world of work as a natural learning environment. (Author/RK)

Descriptors: *Career Education/ *Educational Environment/ *Instructional Systems/ *Basic Skills/ Career Planning

Identifiers: *Experience Based Career Education/ Northwest Regional Educational Laboratory

ED117301 95 CE004447
Final Evaluation Report of the NWREL Experience-Based Career Education Program.
Community Experiences for Career Education, Inc., Tigard, Oreg.; Northwest Regional Educational Lab., Portland, Oreg.
Sep 74 231p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.
Contract No.: NIE-C-74-0010
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The experience-based career education program was intended to have students participate in a variety of individualized activities designed to provide meaningful learning experiences in basic skills, life skills, and career development. Approximately 50 high school juniors and seniors participated in the project on a full-day basis, dividing their time equally between a learning center and various employer and community sites. Students showed a statistically significant gain in reading, mathematics, and study skills, but no significant gain in language mechanics. Against a psychosocial maturity scale, students showed a positive gain in the areas of self-reliance, work, communication, and trust. The test for measuring career maturity was found to be faulty. The report is an extensive summative evaluation of student achievements in terms of the project's goals, and a formative evaluation of the program based on a survey of participating instructional staff, students, parents, and employers. Half of the report is devoted to appendixes which discuss the evaluation instruments, and reproduce relevant correspondence, forms, questionnaires, statistical tabulations, and two student case studies. (PR)

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: Portland, Oregon

Descriptors: Activity Learning/ *Career Education/ Case Studies/ Employer Attitudes/ Evaluation Methods/ Individualized Programs/ Opinions/ Participant Satisfaction/ *Program Attitudes/ *Program Evaluation/ *Questionnaires/ Secondary Education/ Work Experience/ *Work Experience Programs

Identifiers: EBCE/ *Experience Based Career Education/ Oregon (Tigard)

ED107719 TM004576

Evaluation of the Community Experiences for Career Education Program.

Owens, Thomas R.; Fehrenbacher, Harry L.

Northwest Regional Educational Lab., Portland, Oreg.

Apr 75 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The Experience-Based Career Education (EBCE) model being developed and tested in four regions of the United States, under the sponsorship of the National Institute of Education, reflects a nationwide interest in discovering new ways to help adolescents handle the psychological, social, and economic complexities of modern life. This paper reports the attempts to integrate and apply diverse research methodologies needed to evaluate an individualized experience-based program. Problems encountered in undertaking the evaluation of the EBCE Project called Community Experiences for Career Education (in Tigard, Ore.) and the results of the second-year evaluation there are discussed in this presentation. (Author)

Descriptors: Adolescents/ Basic Skills/ *Career Education/ Career Planning/ Community Involvement/ Community Role/ Comparative Analysis/ Educational Alternatives/ *Field Experience Programs/ *Individualized Instruction/ Integrated Curriculum/ Models/ Personal Growth/ *Program Evaluation/ Secondary Education/ Student Attitudes/ Student Experience/ Testing/ Vocational Development

Identifiers: Experience Based Career Education Programs/ *Experiential Learning

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Northwest Regional Educational Laboratory

Project Site: ~~Portland, Oregon~~

ED117300 95 CE004412

Employer-Based Career Education; FY 73 Evaluation Report.

Herron, Marshall; And Others

Community Experiences for Career Education, Inc., Tigard, Oreg.; Northwest Regional Educational Lab., Portland, Oreg.

Sep 73 115p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Contract No.: NIE-C-74-0010

EDRS Price MF-$0.83 HC-$6.01 Plus Postage

The Employer-Based Career Education Program in Tigard, Oregon was designed to have students participate in a variety of individualized learning activities. Most of the 29 students completed eight employer site explorations, spent 108 days in learning experiences on three employer sites, completed seven projects and five single objectives, were tutored in two skills, and participated in many hours of independent study, seminars, counseling, and enrichment activities. In tests of student growth, the students remained about the same in basic skills and self-concepts, but reached competence level in a number of survival skills, and improved their writing skills. Seniors reached a high level of career maturity. As judged by employers, students improved in their work performance, adherence to work schedules, acceptance of responsibility, interest in and enthusiasm for work, judgment, ability to work with others, and ability to learn through work experience. All those involved were enthusiastic about the program. The evaluation lists the project's goals and an evaluation of the progress made toward each goal. Evaluation questions and statistical data are presented and discussed. The presentation of program results include data on: employer learning sites; student learning experiences; student growth; employer, parent, and student appraisal; and outside evaluation. (Author/PR)

Descriptors: Activity Learning/ *Career Education/ Employer Attitudes/ *Evaluation Criteria/ Participant Satisfaction/ Program Attitudes/ Program Effectiveness/ *Program Evaluation/ School Industry Relationship/ Secondary Education/ Work Attitudes/ Work Experience/ *Work Experience Programs

Identifiers: EBCE/ *Experience Based Career Education/ Oregon (Tigard)

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Experience-Based Career Education (EBCE) (Research for Better Schools)

Project Site: Philadelphia, Pennsylvania

ED106663 CE003861

The Academy for Career Education: Diffusion Issues.

Maguire, Louis M.

Apr 75 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

A model experience-based career education program for secondary school students in Philadelphia, called the Academy for Career Education, has been operated by Research for Better Schools, Inc. (RBS), for three years. It utilizes employer/community participants as instructional agents and learning sites for career exploration and specialization, delivers career guidance/counseling services to students, and provides for individualized basic skill instruction. RBS does not regard the program developed for the academy as either a rejection of, or a free-standing alternative to secondary schools, but rather as a program to be used in conjunction with existing programing, and one which has yet to undergo field testing in various environments. The academy's past and future development is considered from a research, development, and dissemination perspective with relation to prototype development, dissemination, diffusion, replication, transportability and nurturance. The effectiveness of the prototype in the developmental setting has been determined and RBS will in the future continue to work with more user organizations towards its dissemination. This work entails its testing and adaptation on various environments, followed by necessary redevelopment. It also entails the testing of the program's diffusion strategy and assumptions, and the development of a change support system. (Author/SA)

Descriptors: Basic Skills/ *Career Education/ *Diffusion/ Educational Change/ Educational Development/ Educational Innovation/ Individualized Programs/ Information Dissemination / *Models/ Occupational Guidance/ Program Descriptions/ *Program Development/ School Community Cooperation/ School Community Relationship/ School Industry Relationship/ Secondary Education

Identifiers: Academy for Career Education/ Career Guidance/ *Experience Based Career Education

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Family-Oriented Special Education Preschool Program (formerly UNISTAPS)

Project Site: New Orleans, Louisiana

ED148066 EC103374

The UNISTAPS Project: A Family Oriented Noncategorical Program for Severely Handicapped Children from Birth to Four/Five Years. Final Report 1969-1977.

Northcott, Winifred H., Ed.; Erickson, Lou C., Ed.

Minnesota State Dept. of Education, St. Paul. Div. of Special and Compensatory Education.

77 69p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: EG-0725367

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

The final report contains narrative and evaluation information for the UNISTAPS Project, a family oriented noncategorical program for severely handicapped children birth to 4 or 5 years. Sections deal with such topics as preschool state guidelines, major strengths and weaknesses of the UNISTAPS Projects, interagency coordination in early identification, multidisciplinary teaming, recordkeeping, structure of the service delivery system, major program components (including individual parent-child teaching sessions, inservice training for nursery school teachers, and a prekindergarten readiness nursery), the parent/family education program, a regional program for the hearing impaired, and roles and functions of multidisciplinary team members. The final portion of the book presents evaluation, dissemination, and replication information for UNISTAPS. (CL)

Descriptors: Early Childhood Education/ Infancy/ Interdisciplinary Approach/ Parent Education/ Preschool Education/ *Program Descriptions/ *Program Evaluation/ *Severely Handicapped/ Team Teaching

Identifiers: Final Reports/ *UNISTAPS

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Family-Oriented Special Education Preschool Program (formerly UNISTAPS)

Project Site: New Orleans, Louisiana

ED134306 PS008994

A Guide to Establishing and Directing a Family Oriented Structured Preschool Activity.

Maethner, Judith A.

Saint Cloud Independent School District 742, Minn.

3 Sep 74 222p.; Not available in hard copy due to marginal legibility of original document; For related document, see PS 008 993

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is the teacher's manual of the Family Oriented Structured Preschool Activity, a Title III Elementary and Secondary Education Act Developer/Demonstration Project in Saint Cloud, Minnesota. The program attempts to mold the expertise of the parent with the expertise of the professional educator in order to enhance the child's development. It is an alternative form of preschool education which is designed to increase competencies and self confidence in both parents and children. The preschool program involves parents and children working together in a preschool center and at home. The teacher's manual contains chapters on (1) administrative considerations, (2) recruiting volunteers, (3) working with parents, (4) program goals, (5) orientation, (6) preinvolvement preparation, (7) activity kit exchange, (8) the monthly workshop, (9) home activity, and (10) preschool assessment. Appendices include: a bibliography, a listing of films and materials, songs, lesson plans, an outline of learning stations and activity kits, schedules and suggested parent library materials. (Author/MS)

Descriptors: Bibliographies/ Child Development Centers/ Childrens Literature/ *Demonstration Programs/ Early Childhood Education/ Home Programs/ Home Visits/ Instructional Materials / *Learning Activities/ Parent Child Relationship/ *Parent Participation/ *Parent Teacher Cooperation/ Preschool Curriculum/ *Preschool Programs/ *Skill Development/ *Teaching Guides/ Teaching Methods

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Family-Oriented Special Education Preschool Program (formerly UNISTAPS)

Project Site: New Orleans, Louisiana

ED134305 PS008993

Learning Stations for Individualization.

Saint Cloud Independent School District 742, Minn.

74 89p.; For Teacher's Manual, see PS 008 994

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This document contains a collection of activities for preschool children developed by the Title III Elementary and Secondary Education Act Developer/Demonstration Project in Saint Cloud, Minnesota. The Family Oriented Structured Preschool Activity is a program attempting to mold the expertise of the parent with the expertise of the professional educator in order to enhance the child's development. It is an alternative form of preschool education which is designed to increase competencies and self confidence in both parents and children. The preschool program involves parents and children working together in a preschool center and at home. Learning activities stress perceptual language, cognitive, self-concept, social and academic skills. Each activity is described in terms of the materials needed, the objectives of the activity and the activity itself. (Author/MS)

Descriptors: Child Development Centers/ Cognitive Development/ *Demonstration Programs/ Early Childhood Education/ Educational Objectives/ Emotional Development/ Home Visits/ Instructional Materials/ Language Development/ *Learning Activities/ Parent Child Relationship/ *Parent Participation/ Parent Teacher Cooperation/ Preschool Curriculum/ *Preschool Programs/ Psychomotor Skills/ *Skill Development/ Social Development/ *Teaching Guides/ *Teaching Methods

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: FLIT: Functional Literacy

Project Site: Carmel, California

ED116161 CS002325

A Program of Army Functional Job Reading Training: Development, Implementation, and Delivery Systems. Final Report.

Sticht, Thomas G., Ed.

Human Resources Research Organization, Alexandria, Va.

Jun 75 182p.: Some pages may not reproduce due to small type

Report No.: HumRRO-FR-WD(CA)-75-7

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

This report describes the development of an experimental program of job reading training designed to provide a level of functional literacy appropriate to minimal job task reading requirements in six major career clusters. Program effectiveness for both general and job reading training is described in data based on the reading performance of some 3,000 adult students at six Army Training Centers at which the program was implemented. Reading Training performance was measured by both a standardized test of general reading comprehension and an experimental measure of the job reading task skills required to learn and to perform a job. This research also investigated the feasibility of three alternative systems for providing job reading training concurrently with other components of job training, rather than as preparatory training. Major findings indicate that: (1) a substantial portion of job trainees are deficient in job reading skills; (2) six weeks of focused job reading training improved job reading skills to the seventh grade reading level (a gain of two reading grade level years specific to job reading skills); and (3) programs of integrated job reading and job skills training are feasible. (Author/MKM)

Descriptors: Adult Basic Education/ Functional Illiteracy/ *Job Training/ *Literacy/ *Military Training/ Performance Based Education/ Program Development/ Readability/ *Reading Instruction/ *Reading Programs/ Reading Research/ Reading Tests

Identifiers: *Army

Descriptors:

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TOPIC: Current JDRP Project Document

Project: FLIT: Functional Literacy

Project Site: Carmel, California

ED108146 CS001914

HumRRO Work Unit FLIT (Functional Literacy); Fort Ord, California.

Human Resources Research Organization, Carmel, Calif.

74 9p.

Sponsoring Agency: Army Training and Doctrine Command. Fort Monroe, Va.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934). Functional Literacy (FLIT) is a six-week course designed to upgrade the reading abilities of Army inductees to minimal levels necessary for certain career areas. FLIT literacy training is geared to job proficiency rather than to general educational development. The training strands consist of modular instructional units with end-of-module proficiency tests to enable each person to progress at [redacted] own pace. Instructional modules in each career cluster are based on job-related Army technical manuals and materials, and modules are available for careers in communications, clerical and mechanical work, and combat; as a medic; and as a cook. (TO/AIR)

Descriptors: Adult Education/ *Effective Teaching/ *Enlisted Men/ *Literacy/ Military Training/ Postsecondary Education/ *Reading Instruction/ *Reading Programs/ Vocational Education

Identifiers: Effective Reading Programs/ *Exemplary Reading Programs/ Right to Read

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED150211 UD017790

1975-76 Compensatory Education Program Evaluation: Higher Horizons 100.

Hartford Public Schools, Conn.

77 28p.; Not available in hard copy due to small type of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Higher Horizons 100 is a program for underachieving pupils in the seventh to 10th grades. These pupils are given supplementary and individualized instruction and support services during the day and evening. Students are divided into eight clusters. Each cluster has a staff of six: one counselor, and teachers in reading, English, math, science, and social studies. The staff for each cluster has complete responsibility for a group of about 100 pupils. Students receive at least five extra hours per week of language instruction. The program was evaluated in terms of: achievement gains, attendance, and student attitudes. Among the findings are the following: (1) students in the program made significant greater achievement gains than would have been expected without participation in the program, (2) attendance goals were met by all clusters, with margins ranging from 2.3% to 12.9% above the goals, and (3) over 80% of the pupils in the program reported in an attitude survey that Higher Horizons 100 helped them in their school work. The survey also showed that the pupils' altitudes toward school had improved. It is recommended that the program continue to operate as is, but that a better survey design be implemented during the 1977-78 school year. (Author/AM)

Descriptors: *Achievement Gains/ Attendance/ *Cluster Grouping/ *Compensatory Education Programs/ Grade 7/ Grade 8/ Grade 9/ Grade 10/ Program Descriptions/ *Program Evaluation/ Secondary Education/ Student Attitudes/ Surveys/ *Team Teaching

Identifiers: *Connecticut (Hartford)

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED120294 UD015823

Higher Horizons 100, 1974-1975. Hartford Moves Ahead: An Evaluative Report.

Hartford Public Schools, Conn.
Jul 75 45p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Data collected from three high schools, two middle schools, and five grade levels indicate that this demonstration program can effectively correct some of the more salient ravages of educational deprivation. Using teamwork, the program provides supportive reading and language arts assistance, basic skill development, supplementary counseling services, and vocational, career, and experiential services designed to broaden each student's level of future achievement and aspirations. The principal component objectives related to pupils' achievement and attitudes are improved reading test scores, improved test achievement in other basic skill areas, improved school attitude, and improved school attendance. Month for month gains in the basic skill areas of reading and mathematics are generally attained on one or more of the criterion measures -- this standard being reached or exceeded by all high school teams with the exception of one. At the middle school level, the gain standard is reached in reading for all four teams but only for two teams in mathematics. Data presented for all teams at the high school level and for the three middle school teams support the contention that the program has a positive effect on the participants. Attendance data, measured against individual school criterion shows salutary patterns for all teams, and at a level which exceeds the attendance pattern of the host school as a whole. (Author/AM)

Descriptors: *Academic Achievement/ Affective Objectives/ Attendance Patterns/ Behavioral Objectives/ *Demonstration Programs/ Junior High Schools/ Mathematics/ Program Effectiveness/ *Program Evaluation/ Reading Achievement/ *Secondary Education/ Senior High Schools/ Teamwork/ *Underachievers

Identifiers: Connecticut (Hartford)/ *Higher Horizons 100 Program

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED098267 UD014617

Higher Horizons 100, 1973-1974. Hartford Moves Ahead: An Evaluative Report.

Hartford Public Schools, Conn.

11 Oct 74 55p.; Parts of this document will not be clearly legible on reproduction due to the print size and quality of the original; Reproduced from the best available copy

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Originally planned to open in the fall of 1965 under funding from the Office of Economic Opportunity, and continued over the years with State Act for Disadvantaged Children funds, Higher Horizons 100 (HH100) was from its inception conceived as a ninth grade center where a compensatory program would work. Despite its expansion from one team to a present total of four high school and four middle school teams, HH100 as a program continued to provide articulated services geared toward skill remediation, guidance services, and cultural exploration and these to groups of approximately 100 urban youngsters in each of the program's eight centers. While the cultural activity funds were necessarily limited, team members were still able to provide youngsters with a number of vocational, experiential, and career services as these were contemplated in the original and in subsequent proposals. As a model for secondary school compensatory education, the original format was set up to enable the HH team to plan activities and programs in conjunction with the students. Through a series of systematic formal and informal planning sessions, team members would receive continual participant feedback and could use this information as a basis for modifying the program so as to better individually diagnose needs and prescribe appropriate educational treatments. (Author/JM)

Descriptors: Career Planning/ *Compensatory Education Programs/ Cultural Education/ Cultural Enrichment/ Guidance Services/ High Schools/ Middle Schools/ *Program Evaluation/ Remedial Instruction/ *Secondary Education/ *Urban Education/ Vocational Counseling/ Vocational Development

Identifiers: Connecticut/ *Hartford/ SADC/ State Act for Disadvantaged Children

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED068618 UD013008

Higher Horizons 100, Hartford, Connecticut. Model Programs, Compensatory Education Series.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

72 28p.

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.: OE-72-81

Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.25)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Each academic year since its inception in 1965, the Higher Horizons 100 (HH100) program has provided a remedial language and intensive counseling program to 100 disadvantaged ninth-grade students. The goal of the program is to improve the language skills, self-concept, and school adjustment of disadvantaged students having no serious emotional problems, of average intelligence, and with one to three years' reading retardation. Children are selected from eight feeder schools on the basis of these criteria. A team of six teachers and a guidance counselor run the program in a cluster of rooms in the Hartford Public High School. Since the students are specially selected, have their own unique curriculum, and are separated from the other ninth-grade students in the high school, the program has a school-within-a-school atmosphere. Upon successful completion of a year in the program, the HH10C students are transferred to the regular tenth-grade school program. The HH100 program is characterized by small classes, individualized instruction, intensive counseling services, and remedial language instruction integrated within a special ninth-grade curriculum. As an adjunct to the instructional program, a program of cultural activities, civic trips, and guest speakers is provided. (Author/JM)

Descriptors: *Compensatory Education Programs/ Counseling Services/ Cultural Enrichment/ Curriculum Development/ Disadvantaged Youth/ Individualized Instruction/ Language Instruction/ Program Evaluation/ Reading Instruction/ *Remedial Instruction/ *Secondary School Students/ Self Concept/ Small Group Instruction/ *Student Adjustment

Identifiers: *Connecticut

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED068591 UD012946
Higher Horizons: An Evaluation of an Expanded Team Program.
Hartford Public Schools, Conn.
Jul 72 49p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The original Higher Horizons Program or HH 100, was established in 1965 as a ninth grade compensatory model which could be used to demonstrate that some of the more salient ravages of educational deprivation could be corrected effectively, and at the high school level. So as to demonstrate that secondary school compensatory education could continue to be effective, HH 100 became an ever-evolving program. This evolution occurred in terms of the articulation of language remediation, guidance services, and cultural exploration oriented around the several focal areas: (1) HH 100 was to provide an atmosphere in which experimentation, change, and program development could be accomplished in response to the particular learning problems of about 100 selected disadvantaged students; (2) Students were to be helped to adjust not only to a regular school program but also to future program changes as these were to occur; (3) Remediation for specific learning deficiencies was to be provided, particularly in the basic skill areas of reading and language; (4) Available funds, although limited, were to be used to expand the experiential backgrounds of the students; and, (5) The program was necessarily aimed toward an improvement of student self-concept. Here the goal was to facilitate the development of higher educational, vocational, and life style goals. (Author/JM)

Descriptors: *Compensatory Education Programs/ Cultural Enrichment/ Economically Disadvantaged/ Educational Innovation / *Educationally Disadvantaged/ Guidance Services/ Inner City/ Program Development/ *Program Evaluation/ Remedial Instruction / *Secondary Education/ Self Concept/ Student Adjustment

Identifiers: *Connecticut/ Higher Horizons

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED058345 UD012002

Higher Horizons 100, 1970-71. An Evaluative Report.
Hartford Public Schools, Conn.
Nov 71 26p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Higher Horizons 100 is an articulated approach to compensatory education for four groups fo approximately 100 urban students in grades seven to nine. Working through an instructional team made up of teachers and other specialists, the program is designed to motivate and encourage individual youngsters to react to a student-centered educational program. This program, which places a high degree of reliance on proven inner-city methodologies, includes in its operational repertoire: small group instruction, intensive counseling, teacher feedback, and cultural activities. The actual make-up of the 100 instructional teams have varied somewhat over the course of the program's five-year history. During the 1970-71 year, both the make-up of each center's staff and the actual conduct of the instructional programs changed due to varying circumstances. The behavioral objectives of the programs were as follows: a significant increase in the mastery of language skills; a significant gain in writing skill ability; the achievement of a more realistic self-image toward school and society; and, the achievement of a better attendance record. The evaluation of the four team program was accomplished in terms of an overall pre-and post-test model. Test scores were obtained at the beginning and end of the school year. Gain scores were computed and assessed for statistical significance. (JM)

Descriptors: *Compensatory Education Programs/ Counseling Programs/ Cultural Activities/ Inner City/ Instructional Staff / *Program Evaluation/ *Secondary Schools/ Secondary School Students/ Small Group Instruction/ Staff Meetings/ *Student Centered Curriculum/ Urban Education/ *Urban Youth

Identifiers: Connecticut/ Higher Horizons 100 Program

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED033997 UD009231
SADC Project 1: Research Evaluation 1968-1969.
Hartford City Board of Education, Conn.
69 139p.
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The report is an evaluation of those compensatory education programs established in Hartford by the State Act for Disadvantaged Children (SADC). The measured effects of compensatory education in Hartford and the extension of a modified Higher Horizons program to all poverty area schools are the topics of two introductory essays. The Hartford program has five interrelated segments, including guidance, school social work, psychological testing, speech and hearing, and health services. Each is reported in detail. The Higher Horizons 100 program, the Expanded Reading program, business services, a project to teach English as a second language, and the services of coordinators of instructional improvement are all associated projects reported in detail. Statistical data are given for Project Concern, a busing program, and Project Read in the appendix. Not available in hard copy due to marginal legibility of original document. (EM)

Descriptors: Bus Transportation/ Compensatory Education/ *Compensatory Education Programs/ *Developmental Reading/ *Disadvantaged Schools/ English (Second Language)/ Guidance/ Health Services/ Hearing Therapy/ Psychological Evaluation/ School Social Workers/ Speech Therapy/ Statistical Data/ Student Testing/ Test Results

Identifiers: Connecticut/ Elementary and Secondary Education Act/ Hartford/ Higher Horizons/ Project Concern/ Project Read/ State Act for Disadvantaged Children

EJ005277 AA502207
Hope in Our Times: Some Explorations into Compensatory Education. Art Education for the Disadvantaged Child, Part 6 (Conclusion)
Nearine, Robert J.
Art Educ, 22, 5, 7-8 69 May

Descriptors: *Art Expression/ *Compensatory Education/ *Compensatory Education Programs/ *Disadvantaged Youth/ Program Evaluation/ *Self Actualization/ Urban Education

Identifiers: Hartford (Connecticut)/ Higher Horizons 100

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED023720 UD005456

Intensive Language Instruction, Experimental Development and Guidance Report (Hartford SADC Project II B) Evaluation 1965-1966.

Hartford City Board of Education, Conn. Research and Publication Dept.

66 37p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This document describes two third- and ninth-grade experimental centers which were established to develop language competence and academic motivation in disadvantaged students in Hartford. Evaluation of the ninth-grade "Higher Horizons 100" center is presented. Composed of six staff members, the center provided intensive small-group instruction to approximately 100 students. Instruction was aimed at the problems of the inner-city student and included emphasis on reading, language and speech skills, adjustment problems, and cultural opportunities. Each of these areas was integrated into the total "Higher Horizons 100" program and evaluated by formal and informal assessments. Findings show no significant changes in I.Q. scores during the first year. However, there was significant improvement in reading achievement scores, writing skills, and general achievement test scores, but no significant changes were found in school attitudes or in attendance patterns. The inclusion of cultural activities was a successful innovation. (NH)

Descriptors: Adjustment Problems/ Cultural Enrichment/ *Disadvantaged Youth/ Grade 3/ Grade 9/ Guidance Services/ Inner City/ *Language Instruction/ Language Skills/ *Program Evaluation/ Reading Skills/ Small Group Instruction/ Speech Skills/ Standardized Tests/ Student Improvement/ Student Motivation/ Tables (Data)

Identifiers: California Test of Personality/ Connecticut/ Hartford/ Higher Horizons 100/ Iowa Silent Reading Tests/ Lorge Thorndike Intelligence Tests/ Metropolitan Achievement Tests/ SRA Writing Skills Tests

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TOPIC: Current JDRP Project Document

Project: Higher Horizons 100

Project Site: Hartford, Connecticut

ED013856 UD004150
WHERE THE ACTION IS--AN EVALUATION, PROJECT 64-1.
NEARINE, ROBERT J.
Hartford City Board of Education, Conn.
67 162P.
EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE

PROJECT 64-1, AN ENRICHMENT PROJECT IN THE HARTFORD, CONN., SCHOOLS WHICH IS EVALUATED HERE, IS A MODIFIED HIGHER HORIZONS PROGRAM WHICH PROVIDES INCREASED SPECIAL SERVICES AND CULTURAL ACTIVITIES TO DISADVANTAGED YOUTH IN 14 ELEMENTARY AND TWO HIGH SCHOOLS. THE ULTIMATE GOALS OF THE PROJECT ARE TO HELP THESE YOUTH DEVELOP A SELF-IMAGE WHICH WILL MAKE THEM REACH FOR HIGHER EDUCATIONAL AND VOCATIONAL GOALS, AND TO ACADEMICALLY AND CULTURALLY EQUIP THEM FOR THE COMPETITION FOR EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES. THE IMMEDIATE GOALS OF THE PROJECT ARE TO MOTIVATE THE STUDENTS TO TAKE ADVANTAGE OF THE SCHOOL'S EDUCATIONAL OFFERINGS, ASSIST THEM WITH THEIR SCHOOL ADJUSTMENT BY COMPENSATING FOR THEIR INADEQUATE HOME ENVIRONMENT, AND PROVIDE THE SCHOOLS WITH SPECIFIC INFORMATION ABOUT THE STUDENTS' ABILITIES AND POTENTIAL SO THAT TEACHERS CAN PLAN INDIVIDUALIZED INSTRUCTION. IN ADDITION TO CURRICULUM DEVELOPMENT AND READING IMPROVEMENT INSTRUCTION, THE PROGRAM OFFERS HEALTH SERVICES AND CULTURAL ENRICHMENT ACTIVITIES, AND PROVIDES THE SERVICES OF SPEECH AND HEARING THERAPISTS, PSYCHOLOGICAL EXAMINERS, GUIDANCE COUNSELORS, AND SCHOOL SOCIAL WORKERS. EACH OF THESE COMPONENTS OF THE PROJECT ARE BRIEFLY EVALUATED IN THIS REPORT. IT IS NOTED THAT ALTHOUGH EVALUATION IS AN ONGOING PROCESS, AND THEREFORE ALWAYS INCOMPLETE, THE PRESENT INDICATIONS ARE THAT THE RESULTS OF THE PROJECT ARE FAVORABLE. (JL)

Descriptors: Counselors/ Cultural Enrichment/ Curriculum Development/ *Disadvantaged Youth/ Elementary Schools/ Health Services/ High Schools/ Language Instruction/ *Program Evaluation/ Reading Instruction/ School Psychologists/ *School Services/ Social Workers/ Specialists/ *Special Programs/ Speech Therapy/ Tables (Data)

Identifiers: HIGHER HORIZONS

Descriptors:

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TOPIC: Current .)RP Project Document

Project: Improving Achievement (Reading) Through Use of Teachers and Teacher Aides

Project Site: logan, Utah

ED084048 95 RC007419

Developing Positive Attitudes Among Ogden City School District Personnel Toward Minorities.

Ulibarri, John E.

73 57p.: Specialist in Educational Administration Thesis, Utah State University, Logan, Utah

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Recent research has proven that teachers' attitudes can be directly related to a child's success or failure in school and that teacher training institutions have resisted providing experiences with disadvantaged minority students. This study was designed to test the following hypotheses: (1) the Title IV in-service training program will have no effect on the attitudes of classified participants; (2) the Title IV in-service training program will have no effect on the attitudes of professional participants; and (3) the Title IV in-service training program will have no effect on classified and professional attitudes as a whole. A sample of 129 employees in the Ogden City School District (4 administrators, 9 principals, 87 teachers, 8 teacher aides, 5 secretaries, 12 lunch workers, 2 maintenance personnel, 1 counselor, and 1 nurse) was taken. A pretest and posttest of the Short Form, Multifactor Racial Attitude Inventory were used. Data were analyzed by a "t" test for non-correlated measures. The in-service program consisted of 3 125-hour sessions conducted every 6 months between January 1972 and June 1973. Findings indicated that positive attitude modifications in school personnel can be developed through a Title IV in-service training program; however, classified participants as a group did not show significant change. (Author/NQ)

Descriptors: *Attitudes/ *Disadvantaged Youth/ Inservice Programs/ Literature Reviews/ *Minority Groups/ Negative Attitudes/ *School Personnel/ *Teacher Attitudes

Identifiers: Ogden City School District

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Improving Achievement (Reading) through Use of Teachers and Teacher Aides

Project Site: Logan, Utah

ED068443 SP005896

A Program to Assist Educational Personnel to Teach Students of Wide Variability in Regular Classrooms. Director's Annual Progress Report.

Arneklev, Bruce L.

Utah State Univ., Logan.

72 112p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-70-1896(725)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

This report describes results of the second year of a three-year extension of an Office of Education-funded program to prepare teachers and teacher aides to work with exceptional children in the regular classrooms. Emphasis was placed on three major areas: the training of teachers and aides, community involvement and institutional change, and the development of materials. Continued evaluation of progress of handicapped and more typical children at the laboratory school training setting indicated that their achievement and self-concept levels have been maintained or enhanced. Evaluation of trainee progress indicated that attitudes were improved and tendency to individualize increased, but that the use of attitudes and skills attained was largely contingent on the involvement and support of principals and superintendents where they were to be employed. Evaluation of impact on the community and institutions was couched in terms of activities that occurred partially because of project promotion. The progress report included 23 appendixes which contain details of program materials. (Related documents ED 043 598, ED 054 069.) (Author/MJM)

Descriptors: *Classroom Environment/ *Community Involvement/ *Exceptional Child Education/ Institutional Role/ Instructional Materials/ Program Descriptions/ *Teacher Aides/ *Teacher Education

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Improving Achievement (Reading) Through Use of Teachers and Teacher Aides

Project Site: Logan, Utah

ED054069 SP005235

A Program To Assist Educational Personnel To Teach Students of Wide Variability in Regular Classrooms. Director's Annual Progress Report (July 1, 1970 to June 30, 1971).

Pugmire, Jean; Farrer, Kenneth

Utah State Univ., Logan.

71 113p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

This report describes the first year of a 3-year extension of an Office of Education-funded program to prepare teachers and teacher aides to work with exceptional children in the regular classroom. (The final report of the original 1-year project is available as ED 043 598.) The emphasis during the first extension year was on securing greater involvement in the project by the community and closer cooperation between the university and the public schools. Extensive continuing evaluation of all aspects of the project indicated that: 1) children at the laboratory school or in participating districts were getting more individualized attention which served to maintain, if not enhance, self-concepts and achievement; 2) trainees improved attitudes and skills in working with educationally disadvantaged children; and 3) institutional change occurred through curriculum changes, inter-departmental activities, and community involvement. (The progress report includes 20 appendixes which contain the details of the evaluation, forms used in the evaluation, descriptions of practical experiences by teachers involved in the project, lists of staff and trainees, and letters from participating schools and other organizations interested in the project.) (RT)

Descriptors: College School Cooperation/ *Community Involvement/ Educationally Disadvantaged/ Elementary School Teachers/ *Handicapped Students/ *Inservice Teacher Education/ Job Training/ *Regular Class Placement/ Special Education/ *Teacher Aides

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Intensive Reading Improvement Program (IRIP)

Project Site: Chicago, Illinois

ED108147 CS001915

Intensive Reading Improvement Program (IRIP)--A Staff Development Project.

Chicago Public Schools, Ill.

74 6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program aims to improve reading achievement through an intensive effort to educate teachers in the essential theories and methods of teaching developmental reading. Operating in a cross-section of Chicago city schools, the program trains one teacher for each participating school to serve as a reading resource teacher. After receiving 60 hours of training, this resource teacher provides 30 hours on in-depth staff development activities to all teachers at each school. A program newsletter describing developments in the improved teaching of reading at participating schools is disseminated to all Chicago public schools. (WR/AIR)

Descriptors: *Effective Teaching/ *Inservice Teacher Education/ *Reading Achievement/ Reading Development/ Reading Improvement/ *Reading Instruction/ *Reading Programs

Identifiers: Effective Reading Programs/ *Exemplary Reading Programs/ Illinois (Chicago)/ Right to Read

Descriptors:

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TOPIC: Current JDRP Project Document

Project: LEM: Learning Experience Module (Educational Management Design)

Project Site: Hackensack, New Jersey

ED106902 88 EA007047

Environment and Space Utilization: Project LEM.

Hackensack Public Schools, N.J.

73 9p.; Related documents are EA 007 045-046; Photographs may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

Project LEM, Hackensack Public Schools, Hackensack, New Jersey 07601 (Free; Additional charge for quantity orders)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

This booklet describes a project that converted a 45-year-old school building designed for self-contained classrooms into an open-plan learning center. Purposes of the project were better use of available space to accomodate more students and creation of a warm, flexible learning environment suitable for a nongraded open education approach. As part of Project LEM, three sections of Fanny Meyer Hillers School in Hackensack, New Jersey were remodeled, one section at a time, over three years. No major structural changes were made to the buildings, but nonbearing walls were eliminated and doors were removed to open up the building and encourage movement between different learning areas. In addition, corridors, storerooms, stairwells, and similar spaces were converted to art bays, reading bays, and other learning areas. These changes increased student capacity of the buildings by 25 to 33 percent at a relatively low cost, while also permitting adoption of a more flexible and innovative educational program. (JG)

Descriptors: *Building Improvement/ Educational Environment/ *Educational Facilities/ Educational Innovation/ Elementary Education/ Facility Improvement/ Interior Space/ *Open Education/ *Open Plan Schools/ School Space/ *Space Utilization/ Ungraded Schools

Identifiers: Elementary Secondary Education Act Titie III/ ESEA Title III/ Hackensack/ New Jersey/ *Project LEM

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TOPIC: Current JDRP Project Document

Project: LEM: Learning Experience Module (Educational Management Design)

Project Site: Hackensack, New Jersey

ED106901 88 EA007045

Organization and Curriculum: Project LEM.

Hackensack Public Schools, N.J.

73 9p.; Related documents are EA 007 046-047; Photographs may reproduce poorly

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

Project LEM, Hackensack Public Schools, Hackensack, New Jersey 07601 (Free; Additional charge for quantity orders)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

This booklet describes the basic curriculum design and staff organization of Project LEM, an experimental open education program at Hillers Elementary School in Hackensack, New Jersey. The LEM open education plan is characterized by differentiated staffing, multiage and multiethnic groupings, personalized instruction, a structured schedule, a core curriculum, and flexible use of space. Each LEM unit contains 100-150 children grouped on a multiage (two-year range) basis and operates with a staff of one team leader, one teacher per 26 students, and one aide. This is the same teacher-pupil ratio as for traditional classes in the school. In addition to basic skills instruction, each team teacher selects one area in either social studies, science, or cultural art to pursue in depth. Each child is assigned to a "home base" for a brief daily orientation and to specific groups for reading, language arts, and mathematics instruction on the basis of his or her skills achievement level. (Author/JG)

Descriptors: Age Grade Placement/ Curriculum Planning/ *Differentiated Staffs/ *Educational Innovation/ Elementary Education/ *Experimental Programs/ *Individualized Instruction / *Open Education/ Open Plan Schools/ Scheduling/ School Organization

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Hackensack/ New Jersey/ *Project LEM

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TOPIC: Current JDRP Project Document

Project: LEM: Learning Experience Module (Educational Management Design)

Project Site: Hackensack, New Jersey

ED105618 88 EA007046
Home-School Interaction: Project LEM.
Hackensack Public Schools, N.J.
73 9p.; Related documents are EA 007 045 and 047; Photographs may reproduce poorly
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.
Project LEM, Hackensack Public Schools, Hackensack, New Jersey 07601 (Free, Additional charge for quantity orders)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

An essential part of establishing Project LEM (Learning Experience Module), a program designed for multiage groupings in open-space schools, was the development of a multifaceted informational approach to help assure that facts replaced rumors and enthusiasm replaced parental anxiety. The LEM staff believes that good public relations call for parents neither being "sold" nor merely kept informed but, rather, for parents to participate in helping to develop the program and the climate for improved learning. Thus, the goal for Project LEM became the total commitment to community involvement on the part of the Project Director and every staff member. This commitment found expression in a citizen advisory council, mini-teas, parent workshops, individual parent-teacher conferences, home visitations, open houses, class visitations, and an open door policy. (Author/IRT)

Descriptors: *Advisory Committees/ *Communication (Thought Transfer)/ Elementary Education/ Facility Improvement/ Home Visits/ Inservice Education/ Multigraded Classes/ Open Plan Schools/ *Parent Attitudes/ Parent Participation/ *Parent School Relationship/ Parent Teacher Conferences/ Parent Teacher Cooperation/ *Parent Workshops/ Public Relations/ School Community Relationship

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Learning Experience Module/ Project LEM

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TOPIC: Current JDRP Project Document

Project: LEM: Learning Experience Module (Educational Management Design)

Project Site: Hackensack, New Jersey

ED069822 UD013024

Overview and Evaluation of Project LEM. Innovative Education in Action.

Hackensack Public Schools, N.J.

72 8p.

Hillers Elementary School, Longview Avenue, Hackensack, N.J. 07601 (Price not available)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Project LEM (Learning Experience Module), funded under Title III, Elementary Secondary Education Act, incorporates concepts of an open elementary educational plan, featuring: multi-age, multi-ethnic groupings, individually prescribed instructions, a "core" curriculum, differentiated staffing, and maximum space utilization. These educational components are addressed to meet specific objectives: (1) improving social competence and developing a more positive self-image in each student; (2) improving the reading and arithmetic skills of students; (3) increasing teacher competency--(a) in diagnosing pupil needs, (b) in providing for individual differences, and (c) in creating a wholesome learning environment; (4) engendering significant parent interest and involvement in the school program; (5) developing parental abilities to assist their children; and, (6) utilizing existing facilities to accommodate more students, without increasing costs significantly or lowering the level of the educational program. Teachers in the LEM have been organized into three teams. Each team has one teacher per 25 children, a team leader, and an aide. Emphasis in the "core" curriculum is on creating a variety of learning experiences designed not only to achieve the performance objectives, but also to provide a continuum of incentives to learn. (Author/JM)

Descriptors: Academic Achievement/ Compensatory Education Programs/ Core Curriculum/ Educational Diagnosis/ *Educational Innovation/ *Elementary Education/ Individualized Instruction/ *Open Education/ *Program Evaluation/ Self Concept/ Space Utilization/ Student Attitudes/ Student Grouping

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III Program/ *New Jersey

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED106572 CE003744

Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education.

Holstein, Herbert B.; And Others

Lincoln County Schools, Hamlin, W. Va.

198p.; For related documents, see CE 003 735-743; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Lincoln County (West Virginia) Exemplary Project staff to provide career exploration learning activities for the ninth and tenth grades. The materials are designed to provide experiences that will enable students to make realistic occupational choices, by gaining an understanding of the psychological aspects of work as it relates to their own temperaments, personalities, values, and abilities. The format contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, hands-on activities, evaluation techniques, and guidelines for correlating subject matter. Instructional materials include an occupational questionnaire for indepth study, fact sheets, a personality inventory, listed interviewing techniques, and typical personnel forms. Sixty-five pages are devoted to a listing of specific occupations within the occupational clusters as they correlate to academic disciplines. This correlation of all the disciplines is intended to aid students in acquiring competencies appropriate to their projected adult societal roles. An extended bibliography lists books, kits, and related audiovisual aids. (MW)

Descriptors: Ability Identification/ Behavioral Objectives/ *Career Education/ Grade 9/ Grade 10/ Instructional Aids/ Integrated Curriculum/ Interdisciplinary Approach/ Learning Activities/ *Occupational Choice/ *Occupational Clusters/ Occupational Information/ Personal Growth/ Resource Materials/ *Resource Units/ Secondary Education/ Self Actualization/ Self Evaluation/ Teacher Developed Materials/ *Units of Study (Subject Fields)

Identifiers: *Career Exploration

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED106571 CE003743

Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education.

Holstein, Herbert B.; And Others

Lincoln County Schools, Hamlin, W. Va.

123p.; For related documents, see CE 003 736-744

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Lincoln County (West Virginia) Exemplary Project staff to provide career exploration learning activities for the seventh and eighth grades. The career orientation materials are designed to give students a broad knowledge of the characteristics and functions, as well as the duties and rewards, of specific occupations within a broad spectrum of occupational families and to assist the student in understanding himself. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, guidelines for correlating subject matter, and suggestions for field trips. Instructional materials include an occupational questionnaire, personality profile, and an outline of interview techniques. An extended resource bibliography stresses interpersonal competence and occupational information. Organized around a random selection of occupations within 15 occupational clusters, student involvement and participation is encouraged through suggestions for the use of simulated work experiences. Occupations within each cluster are categorized according to the following levels: professional, semiprofessional and managerial, technical and skilled, semiskilled, and unskilled. (MW)

Descriptors: Behavioral Objectives/ Bibliographies/ *Career Education/ Field Trips/ Grade 7/ Grade 8/ Interpersonal Competence/ Job Analysis/ Junior High Schools/ *Learning Activities/ *Occupational Clusters/ *Occupational Information/ Resource Materials/ *Resource Units/ Self Evaluation/ Simulation/ Teacher Developed Materials/ Teaching Methods/ Units of Study (Subject Fields)/ Work Experience

Identifiers: *Career Exploration

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED106570 CE003742

Resource Unit--Level Six. Lincoln County Exemplary Program in Vocational Education.

Burton, Billy J.; And Others

Lincoln County Schools, Hamlin, W. Va.

86p.; For related documents, see CE 003 736-744

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Linciln County (West Virginia) Exemplary Project staff for classroom use at the sixth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific teaching units, each focusing on a particular occupation or group of occupations. The lesson plans emphasize the interrelatedness of world economics and the contributions made by many and varied jobs to the well-being of our world. The following occupational areas are examined: the postal service, musical careers, foreign employment, and the newspaper publishing industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multimedia occupational information. (MW)

Descriptors: Behavioral Objectives/ *Career Awareness/ *Career Education/ *Curriculum Guides/ Economics/ Elementary Education/ Field Trips/ Grade 6/ Learning Activities/ Lesson Plans/ Music/ Newspapers/ *Occupational Information/ Overseas Employment/ Publishing Industry/ *Resource Units/ Teacher Developed Materials/ Teaching Methods/ World Affairs

Identifiers: Post Office

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED100569 CE003741

Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

101p.; For related documents, see CE 003 736-744; Not available in hard copy due to marginal legibility of original copy; Many pages will reproduce badly

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the fifth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Developing positive work attitudes, choosing goals, and studying occupation areas of personal interest are concepts stressed in the unit. Lesson plans deal with: United States industries as they relate to geographic regions, the communications field, craft occupations, emphasizing Appalachia, and the U. S. monetary system and related financial occupations. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated experiences, competence development, resource role models, and multimedia occupational information. (MW)

Descriptors: Behavioral Objectives/ *Career Awareness/ *Career Education/ Communications/ Craftsmen/ *Curriculum Guides/ Elementary Education/ Field Trips/ Finance Occupations / Geographic Regions/ Grade 5/ Industry/ Learning Activities/ Lesson Plans/ Money Systems/ *Occupational Information/ *Resource Units/ Teacher Developed Materials/ Teaching Methods / Work Attitudes

Identifiers: Appalachia

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED106568 CE003740

Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

72p.; For related documents, see CE 003 736-9 and CE 003 741-4

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the fourth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Moving the focus of occupational studies to job opportunities on a State level, the lesson plans emphasize the development of positive personal and career attitudes. Jobs within the State's major industries, the coal industry, glass production, and law enforcement occupations are the occupational areas examined. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

Descriptors: Attitudes/ Behavioral Objectives/ *Career Awareness/ *Career Education/ *Curriculum Guides/ Elementary Education/ Employment Opportunities/ Field Trips/ Glass/ Grade 4/ Industry/ Law Enforcement/ Learning Activities/ Lesson Plans/ Occupational Information/ *Resource Units/ Teacher Developed Materials/ Teaching Methods

Identifiers: Coal Mining

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED10[illegible]567 CE003739

Resource Unit--Level Three. Lincoln County Exemplary Program in Vocational Education.

Burton, Billy J.; And Others

Lincoln County Schools, Hamlin, W. Va.

73p.; For related documents, see CE 003 736-8 and CE 003 740-4

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the third grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Designed to increase occupational horizons from the immediate environment to the larger community, the lesson plans compare and contrast occupations in the immediate area to those found in other communities. The following occupational areas are emphasized: railroad workers, various community occupations, the bakery, and food production and services. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

Descriptors: Behavioral Objectives/ *Career Awareness/ *Career Education/ *Community Resources/ *Curriculum Guides/ Elementary Education/ Field Trips/ Food Service Industry/ Food Service Occupations/ Grade 3/ Learning Activities/ Lesson Plans/ Occupational Information/ Primary Education/ Rail Transportation/ *Resource Units/ Teacher Developed Materials/ Teaching Methods

Identifiers: Bakeries

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED106566 CE003738

Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

70p.; For related documents, see CE 003 736-7 and CE 003 739-44

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the second grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The four lesson plans, which comprise more than half the document, introduce the students to new and different kinds of community workers. This phase of career awareness involves job skills related to the total community. The occupational areas emphasized include aircraft and agricultural occupations, clothing manufacture, and the construction industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

Descriptors: Aerospace Industry/ Agricultural Production/ Behavioral Objectives/ *Career Awareness/ *Career Education/ *Community Resources/ Construction Industry/ *Curriculum Guides/ Elementary Education/ Field Trips/ Grade 2/ Job Skills / Learning Activities/ Needle Trades/ Occupational Information / Primary Education/ *Resource Units/ Teacher Developed Materials/ Teaching Methods

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED100565 CE003737

Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

67p.: For related documents, see CE 003 736 and CE 003 738-44

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the first grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The lessons comprise more than half the document and introduce the child to the world of work by looking at the working life of his immediate family members and studying workers with whom he comes in contact. The child and his family, self-understanding, and an awareness of how the child relates to the world around him are concepts stressed. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

Descriptors: Behavioral Objectives/ *Career Awareness/ *Career Education/ *Curriculum Guides/ Elementary Education/ Family Structure/ Field Trips/ Grade 1/ Interpersonal Relationship/ *Learning Activities/ Primary Education/ *Resource Units/ Self Actualization/ Teacher Developed Materials/ Teaching Methods

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TOPIC: Current JDRP Project Document

Project: Lincoln County Exemplary Project in Career Education

Project Site: Hamlin, West Virginia

ED075[illegible]11 VT019877

Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12. Volume IV of Volume I.

Lincoln County Schools, Hamlin, W. Va.

31 Dec 72 167p.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW OE), Washington, D.C.

Contract No.: OEC-0-71-0682(361)

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

The elementary grades resource units were prepared to provide students with occupational information to make them aware of the meaning of work and to present the "world of work" in a manner appropriate to the students' state of development. This document is comprised of teaching units for the several elementary grades, with information about various occupations, developed to present learning activities in the career areas. Appendixes include worksheets, quizzes, and resource materials. Related documents, available in this issue, are VT 019 862, VT 019 878, and VT 019 879. (MF)

Descriptors: •Career Education/ •Developmental Programs/ Elementary Grades/ Instructional Materials/ Learning Activities/ •Occupational Information/ •Resource Units/ •Teaching Guides

Identifiers: Career Awareness/ Lincoln County Schools/ West Virginia

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

ED141174 SE022699

Laboratory Mathematics. Booklet 8 - Math Lab Activities.

Rogers, Sandra

Anderson County School District 2, Honea Path, S.C.

77 111p.; For related documents, see SE 022 692-698; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This math lab activities booklet accompanies a teacher's management guide and a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. The materials in this bulletin are designed to serve as the core of the laboratory curriculum. Over 150 activities that emphasize a variety of skills are included. (RH)

Descriptors: *Activities/ Activity Learning/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education/ *Fundamental Concepts/ Individualized Instruction/ *Instructional Materials/ Laboratory Procedures/ *Low Achievers/ Mathematics Education/ *Units of Study

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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Section: D **TOPIC:** Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

ED141173 SE022698

Laboratory Mathematics. Booklet 7 - Project Overview and Evaluation.

Rogers, Sandra

Anderson County School District 2, Honea Path, S.C.

77 9p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This document provides evaluation data for the "Mathematics Laboratories for Disadvantaged Students" project. The project was designed to provide mathematics instruction for under-achieving students in grades 5-8. The mathematics laboratory was used by each student for one hour per day five days a week. Each student had his own schedule and progressed at his own rate. Evaluation data obtained for 1973-74 and 1974-75 indicated students in all grades (approximately 200 students) involved averaged gains exceeding one year grade equivalency per year on the Comprehensive Tests of Basic Skills (CTBS). Student attendance also was improved during the time the project was in operation. The results of the evaluation were validated by a state validation team. (RH)

Descriptors: Activity Learning/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education / *Fundamental Concepts/ Individualized Instruction/ *Instructional Materials/ Laboratory Procedures/ *Low Achievers/ Mathematics Education

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

ED141172 SE022697

Laboratory Mathematics. Curriculum Booklet 6 - Number Theory.

Rogers, Sandra

Anderson County School District 2, Honea Path, S.C.

77 27p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to number theory. Topics included in this booklet are prime and composite numbers, odd and even numbers, integers, divisibility, and exponents. The project was designed for middle school students (Grades 5-8). (RH)

Descriptors: Activity Learning/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education / *Fundamental Concepts/ Individualized Instruction/ *Instructional Materials/ Laboratory Procedures/ *Low Achievers/ Mathematics Education/ *Numbers/ *Units of Study/ Worksheets

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

ED141171 SE022696
Laboratory Mathematics. Curriculum Booklet V - Percent.
Rogers, Sandra
Anderson County School District 2, Honea Path, S.C.
77 20p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to percents. Topics included are meaning of percent, renaming decimals and percents, renaming fractions and percents, percent of a quantity, and word problems. The project was designed for middle school students (grades 5-8). (RH)

Descriptors: Activity Learning/ Decimal Fractions/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education/ *Fundamental Concepts/ Individualized Instruction/ *Instructional Materials/ Laboratory Procedures/ *Low Achievers/ Mathematics Education/ *Percentage/ *Units of Study/ Worksheets

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

ED141170 SE022695
Laboratory Mathematics. Curriculum Booklet IV - Decimals.
Rogers, Sandra
Anderson County School District 2, Honea Path, S.C.
77 37p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to decimals. Topics included in this booklet are place value, addition, subtraction, multiplication, division, renaming decimals, and sizes of decimals. The project was designed for middle school students (grades 5-8). (RH)

Descriptors: Activity Learning/ *Decimal Fractions/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education/ *Fundamental Concepts/ Individualized Instruction/ *Instructional Materials/ Laboratory Procedures/ Low Achievers/ Mathematics Education/ *Units of Study/ Worksheets
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

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ED141169 SE022694
Laboratory Mathematics. Curriculum Booklet III - Fractions.
Rogers, Sandra
Anderson County School District 2, Honea Path, S.C.
77 38p.: For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to fractions. Topics included in this booklet are meanings of fractions, renaming fractions, multiplication, division, addition, subtraction, and sizes of fractions. The project was designed for middle school students (grades 5-8). (RH)

Descriptors: Activity Learning/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education / *Fractions/ *Fundamental Concepts/ Individualized Instruction/ *Instructional Materials/ Laboratory Procedures/ *Low Achievers/ Mathematics Education/ *Units of Study/ Worksheets
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

ED141168 SE022693

Laboratory Mathematics. Curriculum Booklet II - Whole Numbers.

Rogers, Sandra

Anderson County School District 2, Honea Path, S.C.

77 44p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to whole numbers. Topics included are place value, addition, subtraction, multiplication, and division. The project was designed for middle school students (grades 5-8). (RH)

Descriptors: Activity Learning/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education / *Fundamental Concepts/ Individualized Instruction/ *Instructional Materials/ Laboratory Procedures/ Low Achievers / Mathematics Education/ *Units of Study/ *Whole Numbers/ Worksheets

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRP Project Document

Project: Math Laboratories for Disadvantaged Students

Project Site: Honea Path, South Carolina

ED141167 SE022692

Laboratory Mathematics Booklet I - Teacher's Management Guide.

Rogers, Sandra

Anderson County School District 2, Honea Path, S.C.

77 58p.; For related documents, see SE 022 693-699; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This teacher's management guide accompanies a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. The project was planned for students who are below their expected achievement level in mathematics. Included in the management guide are the following sections: (1) The Math Laboratory Method; (2) Organization of the Lab; (3) Supervision of the Lab; (4) Curriculum Booklet Process; (5) Correlation Materials; (6) Planning Activities for the Lab; (7) Suggested Grading Methods for the Lab; (8) Materials Lists; and (9) Posttests for Curriculum Booklets. (RH)

Descriptors: Activity Learning/ *Curriculum/ Educationally Disadvantaged/ *Elementary School Mathematics/ Elementary Secondary Education/ *Fundamental Concepts/ Individualized Instruction/ *Instruction/ Laboratory Procedures/ *Low Achievers/ *Mathematics Education/ *Teaching Guides

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

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TOPIC: Current JDRF Project Document

Project: Migrant Student Record Transfer System (MSRTS)

Project Site: Little Rock, Arkansas

ED129525 32 RC009488
Migrant Administrators' Management Guide.
Lewis (D. A.) Associates, Inc., Clinton, Md.
May 76 132p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.
D. A. Lewis Associates, Inc., 7801 Old Branch Avenue, Suite 201, Clinton, Maryland 20735 ($6.95)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Developed to provide the basis for a coordinated effort of self-analysis at all managerial levels and for a systematic approach to the management of the Migrant Education Program, this guide outlines the responsibilities of migrant administrators on the Federal, state, and local levels. Intended to prepare state and local administrators for U.S. Office of Education field visitation, the guide allows for considerable flexibility in guiding managers while still providing sufficient specificity to permit managers to implement the management activities within the unique parameters of their individual State plan. The guide addresses the 12 most important management functions and their related activities: identification and recruitment, program development, fund allocation, fiscal management, Migrant Student Record Transfer System, interagency coordination, parent involvement, interstate coordination, information dissemination, monitoring, evaluation, and reporting. Designed to facilitate easy reference to each of the 12 functions, the guide provides for a self-assessment of the execution of each function as well as an overall evaluation of program management. Appendices include a 24-item glossary and a copy of the proposed Federal rules from the FEDERAL REGISTER, Vol. 40, No. 131--Tuesday, July 8, 1975. (NQ)

Descriptors: *Administrator Guides/ *Administrator Responsibility/ Computer Oriented Programs/ Definitions/ *Educational Assessment/ Federal Legislation/ Fiscal Capacity/ Information Dissemination/ Interagency Coordination/ *Management/ *Migrant Education/ Parent Participation/ *Program Administration/ Program Development/ Program Evaluation/ Recruitment/ Resource Allocations/ Self Evaluation / Student Records

Identifiers: Migrant Student Record Transfer System/ MSRTS

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System (MSRTS)

Project Site: Little Rock, Arkansas

ED122984 RC009162

Oversight Hearing on Migrant Education Programs. Hearings Before the Subcommittee on Agricultural Labor of the Committee on Education and Labor, House of Representatives, 94th Congress, 1st Session (Washington, D.C., and November 11 and December 5, 1975).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

76 170p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

On November 11 and December 5, 1975, the subcommittee heard testimony on: (1) the administration and organizational structure of programs with the U.S. Office of Education (USOE) designed primarily to enhance the educational opportunities for the children of migrant and seasonal farmworkers and (2) the Federal government's responsibility and role in the area of migrant education. Witnesses included: representatives from USOE's Bureau of School Systems, Office of Compensatory Educational Programs, and Division of Education for the Disadvantaged; directors and coordinators from the States of California, Washington, Michigan, Pennsylvania, and Florida; and representatives from the National Education Association's Migrant Project. Additional information included such reports as: "Migrant Student Record Transfer System" and "Evaluation of the Migrant Student Record Transfer System." (NQ)

Descriptors: Computer Oriented Programs/ *Educational Programs/ *Educational Responsibility/ Federal Government/ *Government Role/ Legislation/ *Migrant Education/ Organization/ *Program Administration/ Resource Allocations/ State Programs/ Student Records

Identifiers: Migrant Student Record Transfer System/ MSRTS

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Trnsfer System (NSRTS)

Project Site: Little Rock, Arkansas

ED121541 RC009142

Migrant Student Record Transfer System in New York State.

New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Albany.

75 4p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

In 1970, the Migrant Student Record Transfer System (MSRTS) was funded through Title I of the Elementary and Secondary Education Act. A single center at Little Rock (Arkansas) was designed to contain a profile on each migrant student enrolled. The Center's aim was to assure a high degree of accuracy while maintaining flexibility and ready access to student profiles for educators. In New York State, three terminals are located in areas of heavy migrant population: (1) Medina handles western New York, (2) Williamson is responsible for central New York, and (3) New Paltz covers eastern New York and Long Island. Local schools can phone their terminal to secure or relay urgent information. Routine data are processed by mail or courier from approximately 150 local educational agencies serving over 5,400 migrant children in New York State. Through the information contained on the MSRTS form, rapid grade placement, accurate curriculum programming and proper health services can be provided more readily to migrant students. When the student profile is complete, teachers are afforded insights critical to motivation, program development, and counseling for the children. This paper presents a very brief overview of the MSRTS, its purpose and confidentiality, and the system in New York State. (NQ)

Descriptors: *Computer Oriented Programs/ *Data Bases/ Information Systems/ *Migrant Children/ *On Line Systems/ *Student Records

Identifiers: *Migrant Student Record Transfer System/ MSRTS/ New York

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System (MSRTS)

Project Site: Little Rock, Arkansas

ED115444 32 RC008900

MSRTS -- A Handbook to the Migrant Student Record Transfer System (State of Washington).

Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.

75 25p.; Product of the Migrant Education Center, Synnyside, Washington

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The Migrant Student Record Transfer System (MSRTS) was designed to permit schools to share the accumulated understanding of many prior schools about the migrant child and his needs. This shared migrant student information frees a school to focus its energy on serving a child's needs instead of using it to identify those needs. If the MSRTS is to be of maximum benefit to migrant students and educators alike, the student data it gathers and disseminates must be current, accurate, complete, and promptly transmitted. Thus, the system's success depends on the effectiveness of each link in the data chain--the school, the terminal, and the data bank. This handbook is a guide for MSRTS personnel. It is intended to increase awareness of the migrant student and his need for a transfer record, and to outline the responsibility of each person employed in the system toward fulfilling that need. School districts served by the Sunnyside and Othello terminals in Washington are listed. (Author/NQ)

Descriptors: *Computer Oriented Programs/ Data Bases/ Information Retrieval/ *Migrant Children/ *On Line Systems/ Personnel/ Responsibility/ *Staff Role/ Student Needs/ *Student Records

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Migrant Student Record Transfer System/ MSRTS/ Washington

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System (MSRTS)

Project Site: Little Rock, Arkansas

ED114235 RC008859

Evaluation of the Migrant Student Record Transfer System (Office of Education, Department of Health, Education, and Welfare). Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

16 Sep 75 24p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

A national automated telecommunication system, the Migrant Student Record Transfer System (MSRTS) provides academic and other relevant data on migrant children to participating schools upon request. The system was developed in response to the need for providing timely academic and health information to the schools these children enter as they migrate. Selected aspects of MSRTS were reviewed to determine its accuracy, efficiency, and the degree of participation in the system. Emphasis was on its use for determining the number of migratory children upon which State fund allocations are based under Title I of the 1965 Elementary and Secondary Education Act. An Office of Education (OE) validation study, completed in March 1974, was also evaluated. A joint effort by OE and State migrant program personnel and an OE consultant, this validation study determined the degree to which the system's data represented actual migrant children at various schools throughout the country. It was found that MSRTS provided a more reliable basis for allocating migrant program funds under Title I and that OE did not provide funding for certain migrant children in fiscal year 1975, though required by the Education Amendments of 1974. (NQ)

Descriptors: *Computer Oriented Programs/ Data Bases/ Information Systems/ *Migrant Children/ *Program Evaluation/ Relevance (Information Retrieval)/ *Resource Allocations/ *Student Records

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ *Migrant Student Record Transfer System/ MSRTS

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System

Project Site: Little Rock, Arkansas

ED111568 RC008749

A Study of the Feasibility of Using the Existing Migrant Student Record Transfer System to Promote Continuity of Learning for Adult Migratory Farmworkers.

Roberts, James A.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

73 92p.

Geneseo Migrant Center, State University College of Arts and Science, Geneseo, NY 14454 ($1.00)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

The hypothesis that the existing Migrant Student Record Transfer System (MSRTS) can be used to promote continuity of learning for adult migratory farmworkers was tested. After an initial and careful study of the existing MSRTS combined with an analysis of the new system to be implemented, it was determined that the MSRTS can be used. The hypothesis was documented through the presentation of historical data, present operations, program statistics, and computer specifications. Next a prototype data form (actual data to be transferred) was developed. This report discusses the: (1) development of a prototype form, and (2) technical and administrative aspects for implementation. Part I presents an analysis of information needed by teachers to plan occupational programs for individual adult migrants and an investigation of other retrieval systems that could supplement the MSRTS. In Part II, 4 areas are discussed: (1) technical aspects of utilizing the system; (2) the current MSRTS administration's policies in regard to expanding the system, maintenance of confidential information, etc.; (3) specific implementation guidelines and a time-line for implementation of the system; and (4) recommendations and follow-up procedures. A listing of agencies providing services to migrant adults is included. (NQ)

Descriptors: Agricultural Laborers/ *Computer Oriented Programs/ Costs/ *Feasibility Studies/ Information Retrieval/ Information Systems/ *Migrant Adult Education/ Migrant Children/ *On Line Systems/ *Student Records/ Transient Children

Identifiers: *Migrant Student Record Transfer System/ MSRTS

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP oject Document

Project: Migrant Student Record Transfer System

Project Site: Little Rock, Arkansas

ED107440 RC008569

The Uniform Migrant Student Record Transfer System. A Position Paper.

National Committee on the Education of Migrant Children, New York, N.Y.

17 Oct 74 14p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Initiated in the mid-sixties under Title I of the Elementary and Secondary Education Act, the Uniform Migrant Student Record Transfer System (UMSRTS) was designed to maintain ready accessibility via computer data base to the health and academic records of migrant children. The National Committee on the Education of Migrant Children (NCEMC) maintains that it is unwise to assume mere existence of UMSRTS either validates the system or assures its usefulness as an educational tool. The committee raises serious questions relative to: UMSRTS's detraction from development of other needed programs; its cost-effectiveness: the value of its information; evidence of its benefit, harm, or usefulness to both the child and the educational system; violation of the right to privacy; parental evaluation of data input. A recent study authorized by Congress has indicated that while the system has not worked well technically, a majority of the schools enrolled in the system have found it useful. However, a sizeable number of teachers in those same schools did not find it useful or were reluctant to rely on another's assessment of their students. The committee maintains serious reservations about the present and potential use of UMSRTS, urging extreme security relative to the right of privacy, staff development as a first priority, and further evaluation of UMSRTS. (JC)

Descriptors: Academic Records/ *Computer Oriented Programs/ Cost Effectiveness/ Data Bases/ Elementary Secondary Education / Health/ *Migrant Children/ *Program Evaluation/ Student Evaluation/ *Student Records/ Student Rights/ *Transfer Policy / Transfer Programs

Identifiers: *Uniform Migrant Student Record Transfer System

Descriptors:

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TOPIC: **Current JDRP Project Document**

Project: **Migrant Student Record Transfer System (MSRTS)**

Project Site: **Little Rock, Arkansas**

ED107413 32 RC008541

Title I Migrant Education Program. Education Briefing Paper.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

May 75 8p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Today there are more than a million children whose parents follow the crops for a living. Since their families move so often, these children are never in one school long enough to have a chance to really learn. Complicating matters, many of them can't speak English. Congress recognized the migrant child's special educational needs in November 1966 when it amended the Elementary and Secondary Education Act Title I, giving the U.S. Office of Education (USOE) authority and funds to improve the educational programs and offer supplementary services for the migrant child. Today, Title I serves approximately 400,000 children at a cost of over $90 million. In 1974, the use of the Migrant Student Record Transfer System was authorized to trace the whereabouts of each child as he migrates from one harvest to another. Although progress has been significant since the enactment of the 1966 amendment, USOE is constantly seeking new and better ways to help the migrant child move out of the fields and into more rewarding occupations. Among its future plans are: (1) a career education program for K-12 and (2) endorsement of interstate cooperation. As more and more migrants leave the stream, the migrant education program will focus more on the 5-year-old child--the child who stays in one spot but still needs special help. (NQ)

Descriptors: *Educational Legislation/ *Educational Programs / *Information Networks/ *Migrant Education/ On Line Systems/ *Program Descriptions/ Resource Allocations

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I

Descriptors:

CROSS REFERENCES:

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Section: D

TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System

Project Site: Little Rock, Arkansas

ED106916 EA007083

How To Cope with the Transient Child.

Pittman, Eric A.

Apr 75 6p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The effects of a migratory existence on a child are sometimes deep and difficult to overcome. To overcome these problems in our district, we have used orientation by the principal, guidance persons, assistant principal, and/or teacher in an attempt to make the pupil feel wanted and worthwhile. We have also used meetings between the child's parents and the principal to enable parents to counsel their child and help him to adjust. A standard system and timetable of record forwarding could also help overcome many adjustment problems. In our district, migrant students are no longer absorbed into the regular school system. Instead they attend a new migrant student facility, which provides teachers, aides, dental care, eye examinations, a social worker, transportation, and other necessities. An answer to the records transfer problem was provided by the Migrant Student Record Transfer System in Little Rock. During the summer, our migrant facility serves "home-based" migrant children, who are out of the area during most of the regular school terms but return during the summer. (Author/JG)

Descriptors: Adjustment Counselors/ Elementary Secondary Education/ *Migrant Children/ Migrant Welfare Services/ Parent School Relationship/ *Student Adjustment/ Student Mobility/ *Student Records/ Transfer Policy/ *Transfer Programs/ Transfer Students/ *Transient Children

Identifiers: *Migrant Student Record Transfer System

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System (MSRTS)

Project Site: Little Rock, Arkansas

ED102516 CS001638

MSRTS (Migrant Student Record Transfer System): A Marriage of Education and Technology for Migrant Children.

Dyer, Maxwell

Jan 75 8p.: Paper presented at the Annual Meeting of the Southwestern Regional Conference of the International Reading Association (5th, Phoenix, January 23-25, 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The Migrant Student Record Transfer System (MSRTS) is an automated telecommunication system that has associated the 48 contiguous states and Puerto Rico to provide continuity of educational and health programs for the more than one million children of seasonal migrant workers. The purposes of MSRTS are (1) to provide rapidly appropriate public school personnel with pertinent educational and health information on the children as they move from school to school, and (2) to provide management data to administrative personnel in planning academic and health programs for them. The system is funded under the Elementary and Secondary Education Act and is serviced by a computer operated by the Arkansas Department of Education. MSRTS headquarters provides technical training services for personnel in all of the participating state departments of education, the terminal operators, and regional and local service personnel such as administrators, teachers, councelors, nurses, and others. Three major kinds of records are provided to schools upon request: a report of urgent health needs, the student's cumulative record, and a detailed health problem list. (TO)

Descriptors: *Academic Records/ Elementary Secondary Education/ *Information Networks/ *Migrant Child Education/ Migrant Children/ *Migrant Health Services/ Recordkeeping/ *Student Records

Identifiers: *Migrant Student Record Transfer System

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System (MSRTS)

Project Site: Little Rock, Arkansas

ED092278 24 RC007928

Exemplary Programs for Migrant Children.

Mattera, Gloria; Steel, Eric M.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Jun 74 117p.; "Migrant Record Transfer Form", p. 83-84 may not reproduce

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2469

Contract No.: OEC-1-6-062469-1574(10)

National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-016, $5.00)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Since 1966, more than 1,900 projects have been funded by the 1965 Title I Elementary and Secondary Education Act Migrant Amendment and the 1964 Economic Opportunity Act for migrant children's problems of educational continuity, health, and other needed services. This paper describes various exemplary programs selected for comprehensiveness of services (both ages served and variety) and replicability in migrant or regular educational programs. The programs, separated into national, interstate, state, and local programs and special services, are: Migrant Student Record Transfer System; High School Equivalency Program; Texas Child Migrant Program; Interstate Cooperation Project; Texas Migrant Council - Mobile Head Start Program; California Plan for the Education of Migrant Children - Regional Plan; Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs; New Jersey Migrant Education - Recruitment Program; Demonstration Schools - Somerton (Arizona) and Geneseo (New York); Transitional Program - Springfield (Massachusetts); Secondary Programs (North Carolina); Mobile Units (Colorado); Migrant Centers (Washington, Toppenish Center for the Study of Indian and Migrant Education); and Staff Development Programs - Master's Degree Program (Oregon) and Migrant Teacher Assistant Mini-Corps Program (California). (NQ)

Descriptors: Bilingual Education/ Community Programs/ *Educational Programs/ *Financial Support/ Human Services/ Interstate Programs/ Manpower Development/ *Migrant Child Education/ Migration Patterns/ Minority Groups/ National Programs/ *Program Descriptions/ Program Evaluation/ Seasonal Laborers/ *Special Programs/ State Programs

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System

Project Site: Little Rock, Arkansas

ED087456 IR000200

Children of the Four Winds: The Migrant Student Record Transfer System.

Dyer, Maxwell

Arkansas State Dept. of Education, Little Rock.

Apr 73 7p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

A discussion of the computerized Migrant Student Record Transfer System (MSRTS) is presented. The author first describes it as a functional automated system, headquartered in the Arkansas Department of Education, which serves the record transferral needs of seasonal farm migrant children as they move throughout the contiguous 48 states. Eligibility for MSRTS services is defined, classifications of migrants are outlined, and salient characteristics of farm migratory children are mentioned. The final section of the paper reviews the funding which supports MSRTS, lists the major services of and benefits derived from the system, and discusses the measures built into the system to safeguard the privacy of sensitive information. (PB)

Descriptors: *Computer Oriented Programs/ Information Systems/ *Migrant Child Education/ *Migrant Children/ *Migrant Education/ Program Descriptions/ Rural Education/ *Student Records

Identifiers: AEDS/ Association for Educational Data Systems/ *Migrant Student Record Transfer System/ MSRTS

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System

Project Site: Little Rock, Arkansas

ED078976 RC007083

Factors Related to Usage of the Migrant Student Record Transfer System in Five States with High Migrant Concentrations.

Veloz, Felipe

Jul 73 254p.; Doctoral Dissertation, New Mexico State University, Las Cruces

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

The purpose of this study was to determine to what degree public school districts with heavy migrant populations utilize the services of the Migrant Student Record Transfer System (MSRTS), and to identify and describe some factors which may influence future use of the MSRTS in 5 states. An original questionnaire was developed and administered by mail to school districts participating in the MSRTS and to those school districts identified as potentially eligible and not participating in the MSRTS. Responses to questionnaire items were analyzed using chi-square and analysis of variance. Descriptive data were also presented. The school districts were divided into 3 groups: Group I--using MSRTS and having a terminal physically located in the district; Group II--using MSRTS but not having a terminal; and Group III--potentially eligible for participation and lacking terminals. Findings concluded that there were significant differences in high, medium, and low usage among the groups and that the size of the school district was not a factor. (Author/PS)

Descriptors: Agriculture/ *Computers/ Economic Factors/ *Educational Problems/ Evaluation/ *Information Systems/ *Inservice Programs/ *Migrant Child Education/ Objectives/ Program Planning

Identifiers: *Migrant Student Record Transfer System

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Migrant Student Record Transfer System (MSRTS)

Project Site: Little Rock, Arkansas

ED067199 32 RC006458
Handbook & Guidelines: Migrant Education. Revised Edition, February 1972.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Feb 72 53p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The national goals and the migrant sections of Title I of Public Law 89-750, Public Law 90-247, and Public Law 91-230 are described in this handbook and guidelines for migrant education. Washington State regulations and the national guidelines pertaining to migrant education are also described. An overview and administrative responsibilities list are presented along with information on the following topics: project development, the Uniform Migrant Student Record Transfer Record, project application, project amendment, basic criteria for approval of projects, and fiscal administration. A bulletin on racial designation on pupil records and instructions for completing the application for migrant education funds under Title I, Elementary and Secondary Education Act, are attached. (PS)

Descriptors: Economic Disadvantagement/ Evaluation/ Financial Policy/ *Instructional Programs/ *Migrant Child Education/ Parent School Relationship/ *Program Development/ Project Applications/ Staff Improvement/ *State Agencies/ Student Records

Identifiers: *Uniform Migrant Student Transfer Record

Descriptors:

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70

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TOPIC: Current JDRP Project Document

Project: Precise Early Education for Children with Handicaps (PEECH)

Project Site: Champaign, Illinois

EJ174977 AA527437

Exemplary Early Education Programs for Handicapped Children: Characteristics in Common

Karnes, Merle B.

Educational Horizons, 56, 1, 47-54 F 77

Reprint Available (See p. vii): UMI

Briefly summarizes the development of programs for young handicapped children primarily through the Bureau of Education for the Handicapped (BEH), surveys seven nationally validated models for educating young, handicapped children, reviews characteristics of exemplary programs, and discusses the replication of one exemplary program, particularly its reliance on a joint agreement between a state university and the surrounding school districts. (Author/RK)

Descriptors: *Early Childhood Education/ *Handicapped Children/ *Program Content/ *Program Validation/ *Demonstration Programs/ *Program Evaluation/ Demonstration Centers/ Program Costs/ Interinstitutional Cooperation

Identifiers: *Bureau of Education for the Handicapped/ *Precise Early Education of Children with Handicaps

Descriptors:

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TOPIC: Current JDRP Project Document

Project: PEECH: Precise Early Education for Children with Handicaps

Project Site: Champaign, Illinois

ED149856# PS009758

Teachers Handbook: A Handbook for a Pre-School Home Intervention Program.

Cadman, Lois A.; And Others

Education Service Center Region 9, Wichita Falls, Tex.

77 128p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Education Support Services, 3014 Old Seymour Road, Wichita Falls, Texas 76309 ($2.00)

Document Not Available from EDRS.

This handbook describes the organization and implementation of a home based program for handicapped preschool children. The handbook is designed for use by teachers working with parents and is based on an exemplary program called Project PEECH (Program for Early Education of Children with Handicaps). The program emphasizes the role of parents and paraprofessionals and focuses on the use of precision teaching and behavior modification techniques. The handbook discusses administrative procedures in the development of a home based program and describes suggested materials and schedules for the home teacher. Curriculum ideas are presented for five areas: physical skills, self-help skills, social skills, academic skills and communication skills. Appropriate age levels and lists of activities and materials are described. Appendices to the handbook include suggested forms and two case studies of children who had been enrolled in Project PEECH. (BD)

Descriptors: Academic Education/ Behavior Change/ Communication Skills/ Curriculum Design/ Demonstration Programs/ *Early Childhood Education/ *Handicapped Children/ *Home Programs/ Infants/ Paraprofessional Personnel/ *Parent Education/ *Preschool Children/ Psychomotor Skills/ Self Care Skills/ Social Development

Identifiers: *Project PEECH

Descriptors:

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TOPIC: Current JDRP Project Document

Project: the Portage Project: A Home Approach to the Early Education of Handicapped Children

Project Site: Portage, Wisconsin

ED112570 EC073764

An Evaluation of the Portage Project: A Comparison of a Home-Visit Program for Multiply Handicapped Preschoolers and Head Start Program.

Peniston, Eugene

75 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); For related document, see EC 062 927

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Evaluated was the effectiveness of the Portage Home Visit (PHV) Parent Involvement Program in improving the IQ's, and motor, language, adaptive and personal-social developmental skills of 36 multiply handicapped developmentally delayed preschoolers in rural Wisconsin during 36 consecutive weekly sessions. Home trainers provided parents with technical assistance, an instructional model that included a prescriptive precision teaching approach using positive reinforcement, and information on how to record the children's performance in regard to the prescribed activities. Analysis of pre- and post-test data indicated that Ss showed significant gains in IQ, adaptive behavior, language development and personal-social skills, but that the PHV program was not effective in enhancing their motor coordination skills (due perhaps to the severity of Ss' physical deficits). (LH)

Descriptors: Diagnostic Teaching/ Exceptional Child Research / *Home Instruction/ Intervention/ Itinerant Teachers/ *Multiply Handicapped/ *Parent Role/ *Precision Teaching/ Preschool Education/ Program Descriptions/ *Program Effectiveness

Identifiers: Developmental Disabilities/ *Project Portage/ Wisconsin

Descriptors:

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TOPIC: **Current JDRP Project Document**

Project: **the Rutland Center: - Developmental Therapy Model for Treating Emotionally Disturbed Children**

Project Site: **Athens, Georgia**

ED087703 SP007581

The Rutland Center Model for Treating Emotionally Disturbed Children.

Wood, Mary Margaret, Ed.

Georgia Univ., Athens. Div. for Exceptional Children.

72 305p.

EDRS Price MF-$0.76 HC-$15.86 PLUS POSTAGE

This is a collection of articles on the Rutland Center Model for Treating Emotionally Disturbed Children. The 2-year demonstration program, which became the prototype for a statewide network, was a cooperative effort to establish a system that could offer significant service to any seriously emotionally or behaviorally disturbed child, anywhere in Georgia. The document contains the following essays describing the center: "Rutland Center: A Community Psychoeducational Center for Emotionally Disturbed Children"; b) "The Rutland Center Evaluation System"; c) "Referral and Intake Procedures"; d) "Developmental Therapy"; e) "Implementing the Treatment Model"; f) "Field Services and Community Liaison"; g) "Services to Parents"; and h) "The Georgia Psychoeducational Center Network." Included are appendixes that contain questionnaires and information and evaluation forms. (Related document is SP 007 580.) ([illegible])

Descriptors: Anthologies/ Community Programs/ Community Service Programs/ Developmental Programs/ *Emotionally Disturbed Children/ Evaluation Methods/ *Program Descriptions/ *Special Education/ Teacher Education

Identifiers: Developmental Therapy

Descriptors:

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TOPIC: **Current JDRP Project Document**

Project: **the Rutland Center: - Developmental Therapy Model for Treating Emotionaaly Disturbed Children**

Project Site: **Athens, Georgia**

ED087702 SP007580

The Rutland Center: A Model Program of Teacher Training and Service for Children with Severe Emotional and Behavioral Problems.

Georgia Univ., Athens. Div. for Exceptional Children.

Nov 73 102p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The Rutland Center project is a combined teacher training-service model, for the education of children with severe emotional and behavioral problems from 2-14 years of age. The model has several unique features: a) a new social-emotional curriculum (Developmental Therapy) for emotionally and behaviorally disturbed children. which uses normal developmental milestones as a guide to teaching by objectives; b) a performance-based team teaching model with three clearly specified roles (psychoeducational services to children and families; professional, paraprofessional, and volunteer training; and technical assistance) for which trainees are prepared by sequential assignment in each role; c) a highly functional evaluation system which is criterion referenced to Developmental Theory and with which trainees learn to evaluate each child's progress in the developmental curriculum, thereby using evaluation procedures to obtain ongoing feedback into the teaching process; d) a series of audiovisual training packages enabling individuals to learn the model at their own rate and at locations away from the center. (This document includes a summary, case study, and appendixes with letters and evaluative data.) (Related document is SP 007 581.) (Author/JA)

Descriptors: Audiovisual Aids/ *Behavior Problems/ Developmental Programs/ *Emotionally Disturbed Children/ Evaluation Methods/ Models/ *Performance Based Teacher Education/ *Special Education Teachers/ *Teacher Programs/ Therapy

Identifiers: Distinguished Achievement Awards Entry

Descriptors:

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TOPIC: Current JDRP Project Document

Project: the Rutland Center: - Developmental Therapy Model for Treating Emotionally Disturbed Children

Project Site: Athens, Georgia

ED061665 EC041664
Rutland Center. Volume II, Number 10.
Wood, Mary Margaret
Texas Univ., Austin. Dept. of Special Education.
71 65p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEG-0-70-4815(603)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Documented are staff training programs at the Rutland Center, a community-based mental health facility combining professional mental health and special education personnel in a cooperative program of psychoeducational service to seriously emotionally disturbed or behaviorally disordered children. The report describes the process of planning and the actual activities conducted during the planning year in five specific areas of training: staff training, college student training, volunteer training, paraprofessional training, and parent training. Schedules, forms, or other supplementary materials used in training are included for each area. (KW)

Descriptors: *Emotionally Disturbed/ *Exceptional Child Services/ Inservice Education/ Mental Health Clinics/ Program Planning/ *Psychoeducational Clinics/ *Staff Orientation

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Senior Elective Program

Project Site: Rumson, New Jersey

EJ142850 CS707359
A Child's World
Melillo, Lalise
English Journal, 65, 4, 60 Apr 76

Describes a high school senior elective course on children's literature. (DD)

Descriptors: *Elective Subjects/ *Childrens Literature/ Course Descriptions/ English Instruction/ Secondary Education

EJ091869 SE510524
An Experiment in Modified Self-Paced Learning
Gessner, F. B.
Engineering Education, 64, 5, 368-371 Feb 74

Discusses self-paced learning techniques for teaching a senior elective course in compressible flow, involving informing the course objectives, the material to be covered, the minimum achievement standards, and the grading system. Included are tables of cumulative test averages and a chart illustrating the approach to self-paced study. (CC)

Descriptors: *Academic Standards/ *Grading/ *Self Help Programs/ *Teaching Methods/ *Teaching Procedures/ Course Objectives/ Engineering Education/ Higher Education/ Instruction/ Motivation

EJ069952 CS705219
A Senior Elective Course: 1960-1972
Jagust, Earl
English Journal, 61, 9, 1322-25 Dec 72

What one finally sees after teaching the same course for more than ten years is change in the teacher, the students, and the school. (RB)

Descriptors: Booklists/ Course Content/ *Course Evaluation/ Educational Development/ *Elective Subjects/ *English Education/ *Instructional Materials/ *Novels/ Secondary Education

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Senior Elective Program

Project Site: Rumson, New Jersey

EJ054249 SE505200
Art for Engineers
Miller, Paul F., Jr.
Journal of Engineering Education, 62, 3, 271-272, 277 Dec 71

Describes a two-semester sequence of a senior elective art class. Emphasized is the discovering and experiencing of the primary esthetic, intrinsic values of a self-imposed, limited medium, such as collage, welded sculpture, or oil painting. (TS)

Descriptors: *Art/ Art Expression/ *Art Products/ Course Descriptions/ Curriculum Development/ *Engineering Education/ *General Education/ Liberal Arts

Descriptors:

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TOPIC: Current JDRP Project Document

Project: project SHARE: Sharing High Yield Accountability with Resource Educators

Project Site: Hendrum, Minnesota

ED117915 40 EC081368

Project SHARE: Sharing High-Yield Accountability with Resource Educators.

Regional Interdistrict Council for Special Education, Crookston, Minn.

75 44p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Presented is an overview of the operation of the special education systems used in Project SHARE (Sharing High Yield Accountability with Resource Educators). It is explained that the project grew out of a need to provide service for handicapped children in a sparsely populated area and that the only constants are daily measuring and diagnosing, charting on a standard behavioral chart, and the feedback system. Project components discussed include a resource flow chart, critical variables in administration and the child study system, the instruction and services system (focusing on skills of a tutor), diagnosis, samples of informal reading and math materials, and use of a standard behavior chart. The second half of the document consists of a computer evaluation of the special education program effectiveness (including cost effectiveness) in one school district. (LS)

Descriptors: Administration/ Behavior Change/ *Computers/ *Delivery Systems/ Early Childhood Education/ Educational Accountability/ Elementary Secondary Education/ Evaluation Methods/ Exceptional Child Education/ *Handicapped Children/ *Program Effectiveness/ Program Evaluation/ Special Education/ Tutoring

Identifiers: *Project SHARE

Descriptors:

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090777 FL005155

Project Brave Bulletin.

Leavitt, Sister Sharon, Ed.

School Administrative District 24, Van Buren, Maine.

13p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue contains a letter to the parents from the director of the program with a progress report, information concerning activities at the schools, and a description of student-centered language arts activities. (SK)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ English/ Ethnic Groups/ *French/ Language Programs/ Minority Groups/ Newsletters/ Program Descriptions/ Reading

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue presents a description of the bilingual program in progress there; many photographs of the region and Project are included. The text is in French and English. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ English/ Ethnic Groups/ *French/ Minority Groups/ Newsletters/ Program Descriptions

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

Descriptors:

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Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090776 FL005154
Project Brave Bulletin, Vol. 1, No. 1 .
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
14p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are the third part of an article concerning cultural life in the St. John Valley, a song in French, and many photographs of activities at Project Brave. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Cultural Education/ Cultural Factors/ Culture/ English/ Ethnic Groups/ *French/ Minority Groups/ Music/ Newsletters

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

ED090775 FL005153
Project Brave Bulletin, Vol. 1, No. 3.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
11p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are the second part of an article concerning cultural life in the St. John Valley; a report of the visit of Dr. Wallace Lambert, bilingual specialist, to the project; news of an inservice course for teachers; and many photographs of activities at Project Brave. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Cultural Education/ Cultural Factors/ Culture/ English/ Ethnic Groups/ *French/ Inservice Courses/ Inservice Education/ Minority Groups/ Newsletters

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090774 FL005152
Project Brave Bulletin, Vol. 2, No. 1.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
11p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are information concerning the summer materials development team, an article on the future of language institutes, and many photographs of activities at Project Brave. (SK)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ English/ Ethnic Groups/ *French/ Instructional Materials/ Language Arts/ Material Development/ Minority Groups/ Newsletters

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

ED090773 FL005151
Project Brave Bulletin, Vol. 2, No. 2.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
27p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue contains geographical and historical information concerning the region of the St. John Valley and along the Acadian Trail. Included are many photographs of that area. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ English/ Ethnic Groups/ *French/ Geography/ History/ Minority Groups/ Newsletters/ Social Studies

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090772 FL005150
Project Brave Bulletin, Vol. 2, No. 3.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
10p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are names of members of the Project's Board of Directors and Advisory Council, news of a matched-guise language survey, a report on culture in a child's world, and photographs of activities at Project Brave. The text is in English and French. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Culture/ English/ Ethnic Groups/ *French/ Language Programs/ Minority Groups/ Newsletters/ Surveys

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

ED090771 FL005149
Project Brave Bulletin, Vol. 2, No. 4.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
14p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are news of the first North American French Bilingual Conference, an explanation of the term "Cajun," a report for Title VII (ESEA) of the 1972 Madawaska Historical Society, and many photographs of activities at Project Brave. The text is in English and French. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ *Bulletins/ Conference Reports/ Conferences/ English/ Ethnic Groups/ *French/ Language Programs/ Meetings/ Minority Groups/ Newsletters

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090770 FL005148
Project Brave Bulletin, Vol. 2, No. 5.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
15p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are a comment on education, a poem in French, a discussion of students' tools for a learning career, and many photographs of activities at Project Brave. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Educational Experience/ Educational Philosophy/ English/ Ethnic Groups/ *French/ Minority Groups/ Newsletters/ Poetry

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

ED090769 FL005147
Project Brave Bulletin, Vol. 2, No. 6.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
18p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue presents letters from the community in which citizens express their feelings concerning the value of bilingual education. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Community Action/ Community Cooperation/ Community Relations/ Community Role/ Community Support/ English/ Ethnic Groups/ *French/ Minority Groups/ Newsletters

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090768 FL005146
Project Brave Bulletin, Vol. 3, No. 7.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
16p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are reports on the theme of the meeting of the National Council of Teachers of English in 1972, news of the implementation of a bilingual program, a discussion of the importance of self-concept in children, reasons for teaching reading at home, and many photographs of activities at Project Brave. The text of the bulletin is in English, with one poem in French. (SK)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Elementary School Students/ English/ Ethnic Groups/ *French/ Language Programs/ Minority Groups/ Newsletters/ Reading/ Self Concept
Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

ED090767 FL005145
Project Brave Bulletin, Vol. 3, No. 6.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
19p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue contains many short selections in French, some in poetry and others in prose, written under the cultural influences of life around Madawaska. (SK)
Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Culture/ English/ Ethnic Groups/ *French/ Language Programs/ Minority Groups/ Newsletters/ Poetry/ Prose
Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090766 FL005144
Project Brave Bulletin, Vol. 3, No. 5.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
18p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue contains a report of the National Council of Teachers of English convention, news of the Caribou Bilingual Project, a discussion of choral speaking as part of the language arts program, a list of some differences between Acadian and Canadian French, and many photographs of activities at Project Brave. The text of the bulletin is in English. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ Conferences/ English/ Ethnic Groups/ *French/ Language Arts/ Language Programs/ Meetings/ Minority Groups/ Newsletters

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

ED090765 FL005143
Project Brave Bulletin, Vol. 3, No. 4.
Leavitt, Sister Sharon, Ed.
School Administrative District 24, Van Buren, Maine.
15p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are the results of reading tests, the aims of bilingual education, a report on a slide series related to life in the St. John Valley, and many photographs of activities at Project Brave. The text is in English and French. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ English/ Ethnic Groups/ *French/ Language Programs/ Minority Groups/ Newsletters/ Reading/ Reading Tests / Social Studies

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED090764 FL005142

Project Brave Bulletin, Vol. 3, No. 1.

Leavitt, Sister Sharon, Ed.

School Administrative District 24, Van Buren, Maine.

18p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions from the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are a conference report, poems in French, letters from people who attended the North American French Bilingual Conference, and photographs of activities at Project Brave. The text is in English and French. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bulletins/ Conference Reports/ Conferences/ English/ Ethnic Groups/ *French/ Language Programs/ Minority Groups/ Newsletters/ Poetry

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

ED090763 FL005141

Project Brave Bulletin, Vol. 2, No. 8.

Leavitt, Sister Sharon, Ed.

School Administrative District 24, Van Buren, Maine.

16p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue contains selections of French prose and poetry written within the cultural context of the St. John Valley around Madawaska. (SK)

Descriptors: *Bilingual Education/ Bilingualism/ Bilingual Schools/ *Bulletins/ English/ Ethnic Groups/ *French/ Language Programs/ Minority Groups/ Newsletters/ Poetry/ Prose

Identifiers: Elementary Secondary Education Act Title VII/ ESEA Title VII/ *Project Brave

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TOPIC: Current JDRP Project Document

Project: St. John Valley Bilingual Education Program

Project Site: Madawaska, Maine

ED059164 FL003504

An Evaluation of the St. John Valley Title VII Bilingual Program. 1970-1971.

Heuristics, Inc., Dedham, Mass.

Oct 71 398p.; Proj-OE-7-436

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$19.67 PLUS POSTAGE

The St. John Valley Bilingual Program for 1970-71 was instituted to help overcome the educational problems of French-speaking children in schools where lessons are conducted in English. Basically the program conducts instruction in the student's first language with an increasing use of the second language. This report focuses on the assessment of each objective within each project component: instruction, staff development, community involvement, materials development, and program management. The first part of the report summarizes the status of accomplishment of the first-year program goals for each component. Part 2 discusses the evaluation of each specific program objective and its status at the end of the program. Part 2 also presents the results of additional data gathered on the particular project components and commendations and recommendations for each component. Details on evaluation procedures are included. (Author/VM)

Descriptors: *Bilingual Education/ Community Involvement/ *Educational Objectives/ English (Second Language)/ Evaluation Methods/ French/ *Grade 1/ Instructional Materials/ Kindergarten/ Management/ Parent Role/ *Program Evaluation/ Second Language Learning/ Staff Improvement/ Standardized Tests/ Tables (Data)

Identifiers: St. John Title VII Bilingual Program

Descriptors:

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TOPIC: Current JDRP Project Document

Project: project STAY: School To Aid Youth

Project Site: Moore, Oklahoma

ED126183 95 UD016149

Work-Study Program, Project STAY (St. Louis, Missouri).

Gordon, Edmund W.; And Others

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

72 28p.; For full report, see ED 099 458; Part of the project entitled Preparation of Publications on Progress in Compensatory Education and Desegregation Programs

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Grant No.: OEG-71-3946

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The work-study program at Soldan High School is part of St. Louis' Project Stay, an Elementary Secondary Education Act Title VIII funded dropout prevention program. The project, initiated, in the 1969-70 school year for a five year period has just completed its third year of operation. Three urban schools are involved in the project. The work-study program -- like the entire project --is designed to identify students who are potential dropouts, determine their individual needs, and develop programs to meet them. The students are all juniors and seniors who will have completed their state requirements for graduation by the end of the fourth year. Once identified, the potential dropouts are invited to participate in the program. They study from a revised curriculum for half the day and work at various jobs with pay the other half. In both parts of the program, they are counseled and taught by advisor-coordinators who are interested and informed concerning the student and the particular occupation. The program is exemplary for several reasons. First, and most important, it has inspired potential dropouts to become involved in school and even to plan and pursue further education. (Author/JM)

Descriptors: Community Support/ Compensatory Education Programs/ Counseling Programs/ Curriculum Development/ Disadvantaged Youth/ *Dropout Identification/ *Dropout Prevention/ Guidance Programs/ High Schools/ *High School Students/ Instructional Staff/ Parent Participation/ Program Descriptions/ *Urban Youth/ *Work Study Programs

Identifiers: *Elementary Secondary Education Act Title VIII/

Descriptors:

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TOPIC: Current JDRP Project Document

Project: project STAY: School To Aid Youth

Project Site: Moore, Oklahoma

ED068261# RC006555

Project STAY.

Smith, Bert Kruger

Texas Univ., Austin. Hogg Foundation for Mental Health.

72 28p.

Publications Division, The Hogg Foundation for Mental Health, P.O. Box 7998, University Station, The University of Texas, Austin, Texas 78712 (Single copies free; more than 5 copies, $0.30 each)

Document Not Available from EDRS.

Project STAY (Scholarships to Able Youth), located in the barrio of San Antonio, Texas, helps young people stay in school beyond the secondary grades. The project provides outreach services to meet the needs of the students. Its primary service is to act as an advocate for these young people. The project recruits all types of youth from families in poverty areas who suffer economic deprivation, whether they have excellent grades or are low achievers. Project STAY persuades institutions to reevaluate their services for low-income and minority students. Among some of the project's outreach services are (1) instigating new ways of looking at college entrance examinations; (2) seeking possibilities for scholarships and grants; (3) encouraging colleges to utilize financial aid programs available through the Federal and State governments and to reevaluate their admissions policies in relation to these students; (4) encouraging the College Entrance Examination Board to establish test centers close to the neighborhoods; (5) helping to develop additional sources of aid for students through organizations, individuals, and foundations; (6) working with private colleges to allow for application fee waivers, (7) encouraging doctors to provide examinations for college health care, and (8) providing extensive information on education opportunities. Project STAY involves the parents in the process of aiding in their children's education. Staff members, who are all bilingual, serve as personal models for the young people. (NQ)

Descriptors: Agency Role/ *Disadvantaged Youth/ Economic Disadvantagement/ *Educational Opportunities/ Financial Support/ *Higher Education/ Information Services/ Low Income Groups/ *Mexican Americans/ Minority Groups/ *Resource Centers

Identifiers: *Project STAY

Descriptors:

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TOPIC: Current JDRP Project Document

Project: project STAY: School To Aid Youth

Project Site: Moore, Oklahoma

ED061400 UD012259
Dropout Prevention Program. Project Stay, 1970-71. Final Evaluation Report.
Drane, H. Tupper
Saint Louis Board of Education, Mo.
30 Jun 71 74p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Project Stay is a demonstration project of the St. Louis Public Schools, funded under Title VIII of Public Law 90-247, with several programs concentrating on reducing the number of dropouts. The project has the purpose of identifying students who are potential dropouts, determining their individual needs, and developing programs to meet those needs. Six components offer services and activities specifically designed to help students successfully participate in school activities in a manner which would lead to future employment and a rewarding and successful adulthood. The components consist of: work-study programs; increased guidance services; continued education opportunities for pregnant girls; social adjustment classes for students who have difficulty adjusting to the regular classroom environment; instructional and curriculum revision; and, an extensive program of after-school activities. During 1969-71, the project was located in Enright Middle and Soldan High Schools. It will be expanded to include Clark Elementary School during the 1971-72 school year. It was found that, during the second project year, the number of dropouts from Soldan was reduced by 49.8 percent from the baseline year to 22.1 percent over the first project year. Enright had no dropouts during the year. (Author/JM)

Descriptors: Compensatory Education Programs/ Curriculum Development/ Dropout Attitudes/ *Dropout Identification/ *Dropout Prevention/ *Dropout Programs/ Educational Diagnosis/ Guidance Services/ Individual Needs/ *Program Evaluation/ School Holding Power/ Work Study Programs
Identifiers: *Elementary Secondary Education Act Title VIII/ ESEA Title VII Programs/ Missouri

Descriptors:

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Section: ______ Page(s): Section: ______ Page(s):
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TOPIC: Current JDRP Project Document

Project: a Systems Approach to Individualized Instruction (SAII)

Project Site: Grants Pass, Oregon

ED131537 RB EA008854

Manual for Developing a Systems Approach to Individualized Instruction. Part II, Reading Handbook.

Svicarovich, John

Josephine County Unit School District, Oreg.: Oregon State Dept. of Education, Salem.

74 164p.; An Adopter's Guide referenced in "Promising Practices in Oregon Education", 1974; For a related document, see EA 008 853

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Josephine County Schools, Mr. Chuck Barker, P.O. Box 971, Grants Pass, Oregon 97526

EDRS Price MF-$0.83 HC-$6.69 Plus Postage.

This booklet is Part II of a two-part manual for teaching reading through the Systems Approach to Individualized Instruction (SAII) program developed at Manzanita Elementary School in Josephine County, Oregon. Part II describes the SAII program in detail and is intended for use by elementary teachers as a day-to-day reference for teaching reading by the SAII method. The SAII program uses basically the same approach for grades 1 through 6, although the routine is usually more challenging for first graders to master. Chapters 1 through 5 present an overview and outline of the basic SAII system, and chapter 6 focuses on the unique requirements of the first-grade program. The appendix contains a hierarchy of reading skill activities, sample instructional materials and tests, sample planning and record-keeping forms, and an instructional flow chart. (Author/JG)

Descriptors: Elementary Education/ Individualized Instruction/ •Individualized Programs/ Instructional Materials / •Program Descriptions/ •Program Guides/ •Reading Programs/ Records (Forms)

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ •Systems Approach to Individualized Instruction

Descriptors:

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TOPIC: Current JDRP Project Document

Project: a Systems Approach to Individualized Instruction (SAII)

Project Site: Grants Pass, Oregon

ED131536 88 EA008853

Manual for Developing a Systems Approach to Individualized Instruction. Part I. A Guide for Conducting Workshops in Teaching Reading.

Fairbanks, Dwight W.

Josephine County Unit School District, Oreg.; Oregon State Dept. of Education, Salem.

76 34p.; An Adopter's Guide Referenced in "Promising Practices in Oregon Education", 1976; For a related document, see EA 008 954

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Josephine County Schools, Mr. Chuck Barker, P.O. Box 971, Grants Pass, Oregon 97526

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This booklet is Part I of a two-part manual for teaching reading through the Systems Approach to Individualized Instruction (SAII) program developed at Manzanita Elementary School in Josephine County, Oregon. Part I is a guide for use by teacher trainers in conducting workshops on SAII methods and materials for elementary teachers. Because Part I does not describe the SAII program in detail, teacher trainers and their students will need to refer continually to Part II throughout the course of the workshop. Part I is organized in two sections. Section 1 focuses on planning and organizing the workshop, and section 2 suggests topics to be covered in the workshop and discusses the presentation of each topic. (Author/JG)

Descriptors: *Administrator Guides/ Elementary Education/ *Elementary School Teachers/ Individualized Instruction/ *Individualized Programs/ Inservice Teacher Education/ *Reading Programs/ *Teacher Workshops

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Systems Approach to Individualized Instruction

Descriptors:

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TOPIC: Current JDRP Project Document

Project: SDR: Systems Directed Reading

Project Site: Richardson, Texas

ED126448 99 CS002809

SDR (Systems Directed Reading): An Overview.

Baugo Community Schools, Elkhart, Ind.

75 35p.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The objective of this project for kindergarten through fifth grade is to interest public and private educational institutions in the systematization of elementary school reading programs. Facets of Systems Directed Reading (SDR) include the use of a differentiated staffing pattern; experienced language arts unit leaders guiding and directing all reading efforts of unit teachers and instructional aides; reading efforts directed by uniform building election of word attack and comprehension reading skills taught across grade level; and educable, mentally retarded pupils integrated into the reading classes. This document describes the components and products of SDR, global goals, operational objectives at the local school level, and implementation and costs related to the SDR program. An appendix and an additional pamphlet contain related materials. (JM)

Descriptors: *Directed Reading Activity/ Elementary Education/ Program Descriptions/ Reading Development/ *Reading Instruction/ *Reading Programs/ Reading Skills/ *Systems Approach/ Teaching Methods

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ SDR/ *Systems Directed Reading

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED147828 CS203780

The Development of Teams-Games-Tournament (TGT) Curriculum Materials for Elementary Language Arts. Report No. 238.

Hollifield, John H.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Oct 77 47p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0114

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This report describes the development of a complete set of curriculum materials that uses the Teams-Games-Tournament (TGT) instructional process for elementary language arts instruction for grades four through six. The TGT instructional process is a cooperative group-teaching method that requires materials to be objective based and presented in worksheet and game formats. The development process included selection and writing of learning objectives; preparation of worksheets, gamesheets, and answer sheets; and classroom testing and revision of the materials, which cover 97 learning objectives in elementary language arts. The objectives, their sources, and examples of a gamesheet and a worksheet are appended. (Author/RL)

Descriptors: *Classroom Games/ *Curriculum Development/ Educational Objectives/ *Instructional Materials/ Intermediate Grades/ *Language Arts/ *Performance Based Education/ *Teaching Techniques/ Worksheets

Identifiers: *Teams Games Tournament

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED136267 CS203240

Nonsimulation Academic Games and the Teaching of Language Usage Skills.

Lewis, J. Richard

75 18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The effectiveness of certain nonsimulation academic games in a gaming system called Teams-Games-Tournaments (TGT) was investigated as a method of teaching the skills of capitalization and punctuation. A sample of 138 eighth-grade students participated in an 18-day experiment comparing three teaching methods: gaming, in which students were taught exclusively through gaming strategies using the TGT technique; combination, in which students were taught through a combination of conventional methods and gaming strategies using TGT; and control, in which students were taught through conventional methods. A posttreatment assessment measured capitalization and punctuation skills. Results indicated no significant differences among teaching methods in their effects on the learning of these skills. This was interpreted as indicating that TGT is a viable alternative to traditional techniques. (Author/AA)

Descriptors: Capitalization (Alphabetic)/ *Educational Games / Educational Research/ *English Instruction/ Grade 8/ Junior High Schools/ *Language Skills/ Punctuation/ Secondary Education/ *Teaching Techniques/ *Writing Skills

Identifiers: Teams Games Tournament

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED133315 95 SP010705
Teams-Games-Tournament: A Final Report on the Research. Report No. 217.
Devries, David L.; Slavin, Robert E.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Aug 76 98p.; For related documents, see ED 010 880 and 885
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0114
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

This report describes a series of ten research experiments over a four-year period on the Teams-Games-Tournament (TGT) instructional process. Chapter I explores reward and task structures used in traditional classrooms, examining their benefits and liabilities, and concludes by proposing alternatives that might provide students with more motivating and satisfying classroom experiences. Chapter II explains that TGT was created with the objective of increasing academic achievement for all children, especially those who have difficulty under traditional task and reward systems. The components of TGT are: teams, games, tournaments, bumping (changing teams), team practice, and weekly newsletters prepared by the teacher announcing team standings and recognizing high scoring individuals. Chapter III summarizes each of the ten TGT classroom experiments to date of this publication. The chapter begins with an overview of and rationale for the TGT research, describing the general research strategy employed. Then, each of the ten studies are reviewed chronologically citing the specific research question addressed, the methodology used, the results, and their implications. Chapter IV summarizes the results and is structured by two major questions: (1) What are the effects of the various TGT structural components on students?; and (2) What are the effects of TGT on students when compared with those obtained using traditional reward and task classroom structures? Chapter V suggests implications of TGT for educators. The evidence collected in the course of the ten research studies suggests that if mass acceptance of TGT occurs, education at many levels and in many subject areas may become more effective in increasing the academic achievement, social growth, and mental health of children. Samples of games and score sheets, and a newsletter, are appended. (MM)

Descriptors: *Classroom Games/ *Classroom Research/ Educational Experience/ *Educational Games/ Educational Research/ Elementary Education/ Grouping (Instructional Purposes)/ *Instructional Innovation/ *Learning Experience/ Motivation/ Rewards/ *Teamwork
Identifiers: Teams Games Tournament/ TGT

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED128691 95 CG010796

Classroom Reward Structure: An Analytical and Practical Review. Johns Hopkins University Center for Social Organization of Schools, Report No. 207.

Slavin, Robert E.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Dec 75 36p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0014

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

A review of the literature on cooperative, competitive, and independent reward structures and performance is presented, and conclusions are drawn which reformulate current beliefs about the interaction between reward structure and task structure. A brief theory of reward structure and performance is described, and conditions under which cooperative structures may be more effective than competitive ones are outlined. A review of the literature on reward structure and social connectedness strongly suggests that cooperative reward structures may have considerable utility in increasing attractions and reducing hostility between students. A technique which has had positive effects on both academic performance and social connectedness, Teams-Games-Tournament (TGT), is described, and suggestions are made for a direction for further research. (Author)

Descriptors: *Behavior Patterns/ Classroom Research/ Educational Alternatives/ Elementary Secondary Education/ *Group Behavior/ Group Relations/ Literature Reviews/ *Performance Factors/ *Rewards/ *Student Development/ *Task Performance

Identifiers: *Teams Games Tournament

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED123825 EC090016

Teams-Games-Tournament: A Student Team Approach to Teaching Adolescents with Special Emotional and Behavioral Needs. Report No. 206.

Slavin, Robert E.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Nov 75 32p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0114

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The effects of Teams-Games-Tournament (TGT), an instructional technique involving student teams and learning games, and individualized instruction were compared in 39 students (in grades 7-9) experiencing problems with human relationships and academic tasks. Results confirmed hypotheses that TGT would exceed individualized instruction on social connectedness, pro-academic peer norms, frequency of peer tutoring, and percent of time on task. A 5-month followup showed former TGT students distributed among six new classes to still be interacting with their peers both on and off task more than control students. However, TGT students were off task more than control students at the time of the followup observations. (Author/SB)

Descriptors: *Emotionally Disturbed/ Exceptional Child Research/ Followup Studies/ *Games/ Individualized Instruction / Junior High Schools/ *Learning Disabilities/ *Peer Relationship/ *Performance Factors/ *Teaching Methods

Identifiers: *Teams Games Tournament

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED110885 95 CG010012

Teams-Games-Tournament in the Elementary Classroom: A Replication. Report No. 190.

DeVries, David L.; And Others

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Mar 75 36p.; For related document, see CG 010 007

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: R-190

Contract No.: NE-C-00-3-0114

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The present study is a replication of the initial use of the Teams-Games-Tournament (TGT) technique in the primary grades. TGT is a classroom management technique in which (1) students are placed on four member teams; (2) the student teams compete in regularly scheduled tournaments; and (3) the tournaments are structured around instructional games. Fifty-four third grade students were randomly assigned to either a TGT or control condition. Both treatment groups were exposed to a six-week curriculum unit teaching language arts skills. The results indicate a positive TGT effect on language arts skills and on classroom social processes. This study provides important validation of the effectiveness of TGT in the primary grades. (Author)

Descriptors: *Classroom Games/ *Classroom Techniques/ *Educational Games/ Elementary Education/ English Curriculum/ *Language Arts/ Research Projects/ *Teaching Techniques

Identifiers: *Teams Games Tournament/ TGT

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED110880 95 CG010007

Teams-Games-Tournament: An Effective Task and Reward Structure in the Elementary Grades. Center for Social Organization of Schools, Report Number 189.

DeVries, David L.; Mescon, Ida T.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Jan 75 39p.; For related document, see CG 010012

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0014

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The research literature surrounding TGT, an instructional technique employing team competition, indicates that the technique facilitates social processes and academic achievement in the junior high school classroom. The present study extends the test of TGT by employing the technique in third grade classes, teaching basic language arts skills for a six-week period. Sixty students were randomly assigned to either a TGT or control condition. Students in the TGT condition were divided into leagues, and tournaments were organized around 22 simple instructional games, several of which were formed around each general curriculum objective. Post-treatment results indicate significant positive TGT effects on both the Hoyum-Sanders Elementary English Test and a treatment-specific test of language arts skills. TGT also appeared to increase cohesion among the students and decrease the number of social isolates in the classroom. No treatment effects were noted on several scales measuring student perceptions of the classroom. The results provide additional evidence of the usefulness of incorporating TGT into the classroom structure, even with young children. (Author)

Descriptors: *Classroom Games/ Classroom Techniques/ *Educational Games/ Elementary Education/ English Curriculum/ Games/ *Language Arts/ Research Projects/ *Teaching Techniques / *Teamwork

Identifiers: *Teams Games Tournament/ TGT

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED110874 95 CG010001

Individual vs. Team Competition: The Interpersonal Consequences of Academic Performance. Center for Social Organization of Schools, Report Number 188.

Slavin, Robert E.; And Others

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Jan 75 21p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0014

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This study utilized the Teams-Games-Tournament (TGT) concept, an educational technique employing team competition within the classroom. The hypothesis was that mediating TGT's effects on academic performance is a change in the relationship between academic performance and sociometric status of students. Subjects were 232 seventh grade students incorporated into a 2x2 design varying both competition (team vs. individual) and practice (individual vs. group) modes. Team competition changed the peer group norms as predicted, creating a positive relationship between academic performance and sociometric status, whereas no such relationship existed for students in the individual competition. Implications for the sociology of education are discussed. It was concluded that this study goes beyond a description of effects of successful academic performance on peer group status and offers a means of changing peer group consequences of academic success. (Author/BW)

Descriptors: *Academic Achievement/ Educational Research/ Group Dynamics/ *Junior High Schools/ *Peer Relationship/ *Performance Factors/ Social Organizations/ *Teamwork

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED109662 95 CS002075

Teams-Games-Tournament (TGT) Effects on Reading Skills in the Elementary Grades. Report No. 200.

DeVries, David L.; And Others

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Jul 75 27p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0114

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This study tested the effectiveness of Teams-Games-Tournament (TGT) for teaching basic reading skills. TGT is a classroom management technique which uses cooperative student teams, instructional games, and interteam tournaments in a particular combination. Fifty-three third-grade students were randomly assigned to either a TGT or a control condition. Both treatment groups were exposed to a five-week, sight-reading curriculum unit which focused on two objectives: development of vocabulary and verbal analogy skills. The results indicated a positive TGT effect on growth for vocabulary and verbal analogy skills. (Author)

Descriptors: Basic Skills/ Beginning Reading/ Grade 3/ Language Ability/ Primary Education/ *Reading Instruction/ Reading Research/ *Reading Skills/ Sight Method/ *Teaching Methods/ *Vocabulary Development

Identifiers: *Teams Games Tournament

Descriptors:

CROSS REFERENCES:

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TOPIC: Current JDRP Project Document

Project: Teams–games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED099751 95 CG009426

Expectancy Theory and Cooperation-Competition in the Classroom.

DeVries, David L.; Edwards, Keith J.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Aug 74 20p.; Paper presented at the American Psychological Association Convention (82nd, New Orleans, Louisiana, August 1974)

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Cooperation among students is an instructional technique often cited as a constructive alternative to that used typically, namely interstudent competition. What is missing in the cooperation-competition literature is a clear explanation of why the two techniques should result in differential levels of student motivation. Expectancy theory is used to suggest two cognitive mediating variables (perceived probability of success and value of success) likely to be influenced by altering the cooperation-competition dimension. An instructional approach (TGT) which alters cooperation-competition is described, using expectancy theory as a rationale for predicting differential impacts on student performance. A series of six empirical studies of TGT are reviewed. The overall evidence supports the use of TGT as an instructional device and the relevance of expectancy theory to the cooperation-competition literature. (Author)

Descriptors: *Expectation/ Instructional Innovation/ Mediation Theory/ *Motivation/ Research Projects/ Speeches/ *Students/ Success Factors/ *Teaching Methods/ Teamwork/ *Theories

Identifiers: *Teams Games Tournament/ TGT

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED093884 95 SP008254

Teams-Games-Tournament in the Social Studies Classroom: Effects on Academic Achievement, Student Attitudes, Cognitive Beliefs, and Classroom Climate. Report Number 173.

DeVries, David L.; And Others

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Apr 74 57p.; For related documents, see SP 008 253 and 255

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0114

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This study experimentally assessed the effectiveness of two variations of an instructional technique, Teams-Games-Tournament (TGT), in high school American history classes. A 3 x 2 (treatment by teacher) design was employed using intact classes over a 12-week period. TGT proved to have significant positive effects on academic achievement, student attitudes, and cognitive beliefs. Systematic TGT effects were also observed for dimensions of classroom cognitive climate, as measured by the Class Activities Questionnaire. Few differential effects were noted across the two TGT variations. The results, combined with those from prior research with TGT, suggest that the technique has widespread effects on students' learning activities and attitudes and represents an important instructional variation for secondary school classrooms. (A 37-item bibliography, 12 diagrams, 8 tables, and 5 appendixes are included.) (Author)

Descriptors: *Academic Achievement/ Cognitive Development/ *High Schools/ *Student Attitudes/ *Teaching Techniques

Identifiers: *Teams Games Tournament/ TGT

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED093883 95 SP008253

The Effects of Teams-Games-Tournament and Two Instructional Variations on Classroom Process, Student Attitudes, and Student Achievement. Report Number 172.

Edwards, Keith J.; DeVries, David L.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Apr 74 33p.: For related documents, see SP 008 254 and 255

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0114

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This study assessed the effects of Teams-Games-Tournament (TGT) and two variations on student attitudes, achievement, and classroom processes in mathematics and social studies classes. The two variations involved weighted scoring in the game component and the deletion of tem competition. The experiment involved 128 seventh-grade students for a 12-week period. Neither TGT nor its variants had any significant impact on the social studies classes when compared to a traditionally structured control class. TGT and its variants had significant impact on the mathematics classes affecting a variety of dependent variables. (A 25-item bibliography and 8 tables are included.) (Author)

Descriptors: *Academic Achievement/ *Grade 7/ *Mathematics/ *Social Studies/ *Student Attitudes

Identifiers: *Teams Games Tournament/ TGT

Descriptors:

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TOPIC: Current JDRP Project Document

Project: Teams–Games–Tournament (TGT)

Project Site: Baltimore, Maryland

ED090927 IR000536

Games and Teams: An Effective Combination in the Classroom.

Hulten, Burma H.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Apr 74 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Research investigated the relative contributions of team competition and peer group practice sessions to the effectiveness of a classroom instructional technique known as Teams-Games-Tournament. Eight mathematics classes with 240 seventh grade students participated in a ten-week field experiment. A 2x2 design was employed. The factors were (1) reward system (team competition versus individual competition) and (2) practice (group practice versus individual practice). Students participated in 12 game tournaments with competition centered on a modified version of the math game "Tuf". A significant reward main effect and two significant interaction effects were obtained for the Arithmetic Computation subtest of the Stanford Achievement Test. High and low performers in the team condition improved significantly more than students in the individual reward group. Group practice had no significant effect on their level of achievement, but did benefit the low performer in the individual reward group at the expense of the high performer. It was concluded that games can be effective instructional devices for increasing academic achievement and that their success as instructional aids varies with the reward systems and practice structures under which students operate. (Author)

Descriptors: Academic Achievement/ Classroom Techniques/ *Educational Games/ Educational Research/ Elementary School Mathematics/ Grade 7/ High Achievers/ Individual Instruction/ *Instructional Aids/ Low Achievers/ Mathematics Instruction/ Motivation/ *Rewards/ *Teaching Procedures/ *Team Training

Identifiers: Competition/ Peer Group Practice/ Practice/ Teams Games Tournament/ Tuf

Descriptors:

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

EJ094083 CE500606

Making Knowledge Operative in Health Careers

Anderson, Miles H.

American Vocational Journal, 49, 2, 72-4,76 Feb 74

The speaker explained the UCLA Allied Health Professions Project to develop occupational analyses, curricula, and instructional materials for the health occupations, to be used in on-the-job training. At UCLA the concensus is that articulation and career mobility can best be achieved through a particular type of task oriented curriculum. (AG)

Descriptors: *Health Occupations Education/ *Curriculum Development/ *Task Performance/ Articulation (Program)/ Occupational Mobility/ Instructional Materials/ Job Analysis/ Speeches

ED066539 95 CE002174

A Study of the Occupation of Electroencephalographic Technician. Revised Edition. UCLA Allied Health Professions Project.

Freeland, Thomas E.

California Univ., Los Angeles. Div. of Vocational Education.

Feb 72 67p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This report is a summary of a task analysis for the emerging occupational area of electroencephalography (EEG) which sought to validate the task list for the EEG technicain and to aid in the development of a quality training program for such technicians. It contains survey methods, a description of the sample and percentage of response, background data, task inventory results, summary, and conclusions. Tables show the samples' respondents, comparisons and variables, differences in mode scores between various groups, and a numerical summary of responses to questions concerning research, training activities, and membership; more than half of the document is devoted to appendixes on a list of occupations, a roster of the National Technical Advisory Committee, the task analysis survey, a list of health care facilities selected for the national survey, response to the EEG technician survey, and write-in responses. Survey results are discussed with reference to their educational implications. (NH)

Descriptors: *Educational Assessment/ *Electroencephalography/ Health Occupations/ Measurement/ Medical Laboratory Assistants/ *National Surveys/ Occupational Information/ *Occupational Surveys/ Questionnaires/ Scores/ Subprofessionals/ *Task Analysis/ Technical Education/ Technical Occupations

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED096500 CE002124

Hospital Food Service Department: Occupational Analysis. UCLA Allied Health Professions Project.

Gosman, Minna L.; Krishnamurty, G. B.

California Univ., Los Angeles. Div. of Vocational Education.

Sep 71 95p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The objectives of this study were to: (1) compile a comprehensive inventory of tasks which make up the food service function in health facilities; (2) analyze which of the tasks are currently being performed by various levels of personnel working in the food service department; (3) determine curriculum components to satisfy the training needs required by various levels of personnel to perform tasks in the department; and (4) ascertain a pattern for upward career mobility in the development of a curriculum. The survey responses are tabulated and discussed in detail, and indicate that there is considerable overlapping of tasks by various occupational levels in the food service department; designation of tasks by an expert panel to a specific category of worker was frequently found to be at variance with actual practice; many tasks were rated higher in difficulty by the panel than by personnel performing the task; and no discernible relationship was revealed between criticality, difficulty, and technical knowledge. The appendixes include a six-page task inventory, the survey questionnaire, and suggested instructional units for progression. (NH)

Descriptors: Food Service/ *Food Service Occupations/ *Health Facilities/ *National Surveys/ *Occupational Information/ *Task Analysis/ Task Performance

Descriptors:

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED096499 95 CE002123

Engineering Maintenance. Occupational Analysis. UCLA Allied Health Professions Project.

Cullen, Thomas D.; And Others

California Univ., Los Angeles. Div. of Vocational Education.

Sep 71 114p.; Some pages may be marginally legible

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

H

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The report has described the results of a questionnaire survey covering task performance in the occupational area of hospital engineering and maintenance and the implications for curriculum development in personnel training. Survey respondents were selected from among personnel of 48 health care facilities in six cities, representing various sized hospitals and extended care facilities. The questionnaire consisted of a task list of 386 possible tasks that might be performed in hospital maintenance departments and was tested in a presurvey among maintenance department personnel at hospitals in the Los Angeles area. The national survey indicated that differentiations of tasks performed by maintenance personnel can be made among occupational titles and categories. A clear division of labor existed between maintenance superintendents and maintenance workers, even in small facilities with few workers. Classification of personnel not administrative or craft specializing fell into three categories: mechanical, building, and general maintenance. Curricula for superintendents need to be management related and to include knowledge and skills necessary for task supervision. All maintenance workers need training in a common core of tasks with additional training to qualify in one of the three maintenance categories. (EA)

Descriptors: Health Facilities/ *Health Occupations/ Health Personnel/ Hospitals/ *Job Analysis/ Job Training/ *Maintenance/ *National Surveys/ Questionnaires/ Skilled Workers/ Superintendents/ Tables (Data)/ *Task Analysis

Identifiers: Hospital Maintenance

Descriptors:

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Section: D **TOPIC:** Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED006498 CE002122

Respiratory Care/Inhalation Therapy Occupations: Task Analysis Data. UCLA Allied Health Professions Project.

Freeland, Thomas E.; Goldsmith, Katherine L.

California Univ., Los Angeles. Div. of Vocational Education.

Oct 71 100p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.: BR-8-0527

Grant No.: OEG-0-8-080527-4672

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This study's objectives were to explore and analyze task interrelationships among department personnel; determine what specific tasks are currently performed in inhalation therapy/respiratory care departments; propose a series of appropriate tasks for occupational titles; and report future plans of the AHPP in the area of study. Contents include the study procedures, a sample survey, data analysis, results, conclusions, and implications. Fifty pages of appendixes include the health care facilities surveyed, tasks involved in maintenance functions, a respiratory care survey and task list, background information, percentage of respondents, and mean scores for administrative and supervisory tasks. Major findings and implications were: (1) there is no major quantitative differentiation between job title and the set of tasks an individual may perform; (2) no evidence of a career ladder was observed within the occupational field; (3) most daily activities of inhalation therapy/respiratory care personnel center on therapeutic tasks; (4) a specific set of tasks is proposed for each group of employees identified in the survey; and (5) education and training programs should be structured so each higher level incorporates all preceding levels. (NH)

Descriptors: *Health Occupations/ Health Occupations Education/ *Inhalation Therapists/ Job Skills/ *National Surveys/ *Occupational Information/ Occupational Surveys/ Paramedical Occupations/ *Task Analysis/ Task Performance

Descriptors:

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED069904 VT017661

A Study of the Clinical Laboratory Occupations. The UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Aug 71 142p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Grant No.: OEG-8-0627

University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 ($3.50)

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

The objectives of this study which was conducted as part of the UCLA Allied Health Professions Project were: (1) to determine the percent of medical laboratory workers who perform a comprehensive list of tasks and procedures; (2) to evaluate this performance in terms of certification and specialty area; and (3) on the basis of these data, to make recommendations on curriculum for medical laboratory personnel. A National Technical Advisory Committee, representing leaders in the medical laboratory field, was established, a survey instrument was developed, based on a task inventory of medical laboratory occupations, and a national survey of various types of laboratory facilities was conducted. The survey data, evaluated as a basis for curriculum development, established that: (1) Routine tasks include equipment maintenance, specimen processing, and the use of laboratory equipment, (2) Tasks in the four clinical areas of urinalysis, hematology, microbiology, and biochemistry could serve as a basic curriculum for beginning students, (3) Some difficult training procedures should be delayed until the educational background is developed, and (4) A yearly curriculum review is necessary to insure continued relevance to educational needs. Numerous tables present the data. (Author/AG)

Descriptors: *Curriculum Development/ Educational Needs/ *Health Occupations Education/ Hospital Personnel/ *Medical Laboratory Assistants/ *National Surveys/ Paramedical Occupations/ Tables (Data)/ *Task Analysis/ Vocational Development/ Vocational Education

Identifiers: *Clinical Laboratory Occupations/ UCLA Allied Health Professions Project

Descriptors:

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED082016 95 CE000291

The UCLA Secondary Schools Pilot and Demonstration Project for an Introduction to Allied Health Careers, 1970-1973: A Summary Evaluative Report.

Fielstra, Clarence

California Univ., Los Angeles. Div. of Vocational Education.

Sep 73 125p.

Sponsoring Agency: California State Dept. of Education, Sacramento. Bureau of Industrial Education.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.: BR-8-0627

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The project evaluated in this report is seen to be generalizable to other high schools. The program provides an unusual opportunity for high school students to have a variety of experiences in a wide range of health occupations. The evidence indicates that an allied health curriculum in the secondary schools can produce commendable educational results. The project is described and then evaluated in terms of student participation, interest, and progress, general quality and effectiveness of the program, and contributions of the project. Twenty-eight specific findings, eight conclusions, and six recommendations are set forth, all indicating enthusiastic positive evaluation of the project and its further applications as a model. Problems in dropout prevention, health manpower shortages, and lack of educational relevance can be met by such a project. Appendixes give an example of a training institute, an example of a task list, evaluation forms used by students and hospital supervisors, and a list of participating facilities and personnel. (MS)

Descriptors: Demonstration Projects/ Dropout Problems/ Health Occupations/ *Health Occupations Education/ Minority Groups/ *Paramedical Occupations/ *Pilot Projects/ Program Evaluation/ Relevance (Education)/ *Secondary Schools

Identifiers: UCLA Allied Health Professions Project

Descriptors:

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED0[illegible]03 VT017660

Occupational Analysis: Medical Office Assistant. The UCLA Allied Health Professions Project.

DiCicco, O. Earl

California Univ., Los Angeles. Div. of Vocational Education.

Dec 71 111p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 ($3.00)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Conducted as part of the UCLA Allied Health Professions Project, this report summarizes a functional analysis of occupational groups employed by physicians in providing out-of-hospital services to patients. To provide data for developing and improving instructional materials, a task inventory was developed to determine which categories of workers assist physicians and what tasks are delegated to them. The inventory encompassed two broad categories, including: (1) 124 tasks related to administrative functions, and (2) 108 tasks classified as clinical and technical activities. Responses from 292 registered and licensed nurses, medical office assistants (technical and generalist), and administrative and clerical personnel revealed that: (1) Physician's employees are utilized in numerous capacities regardless of background, training, or job title; (2) Although employees perform both administrative and clinical or technical functions, the frequencies of certain tasks differ depending upon job title; and (3) Curriculums for training physician's employees should be designed in modular or submodular form according to function. The survey questionnaire and other study materials are appended. (SB)

Descriptors: *Curriculum Development/ *Health Occupations Education/ Health Services/ Job Analysis/ Manpower Needs/ *Medical Assistants/ Medical Laboratory Assistants/ Medical Services/ Nurses/ *Occupational Surveys/ Paramedical Occupations/ Subprofessionals/ *Task Analysis/ Task Performance

Identifiers: *UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED069902 VT017659

Occupational Analysis: Hospital Radiologic Technologist. The UCLA Allied Health Professions Project.

Reeder, Glenn D.; And Others

California Univ., Los Angeles. Div. of Vocational Education.

Mar 72 95p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 ($3.00)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

In an effort to meet the growing demand for skilled radiologic technologists and other supportive personnel educated through the associate degree level, a national survey was conducted as part of the UCLA Allied Health Professions Project to determine the tasks performed by personnel in the field and lay the groundwork for development of curriculum materials. A task inventory composed of radiology, administrative, clerical, research, and miscellaneous tasks was developed by the project staff in cooperation with a team of radiology experts and was sent to 169 persons employed in the radiology department of 30 health care facilities. Responses from 117 employees revealed that: (1) There appears to be a significant differentiation between the various levels of radiologic personnel in terms of tasks performed; and (2) There is little indication that a career ladder exists in the field of hospital radiology. On the basis of survey results, the project staff rated the importance of each task in terms of inclusion in a curriculum for the four levels of radiologic personnel, including chief technologist, staff technologist, technical support, and non-technical support. The survey questionnaire and other study materials are appended. (SB)

Descriptors: Associate Degrees/ Career Ladders/ *Curriculum Development/ *Health Occupations Education/ Health Services/ Job Analysis/ Manpower Needs/ Medical Services/ *Occupational Surveys/ Paramedical Occupations/ *Radiologic Technologists/ Subprofessionals/ *Task Analysis/ Task Performance

Identifiers: *UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED069901 VT017658

A Report on an Emerging Occupation: The Physician's Assistant. The UCLA Allied Health Professions Projects.

Kuritsky, Joel; Reeder, Glenn

California Univ., Los Angeles. Div. of Vocational Education.

Jul 71 31p.

Sponsoring Agency: Office of Education (DHEW), Washington. D.C. Bureau of Research.

University of California, Allied Health Professionals Project, 1003 Wilshire Blvd., Santa Monica, California 90401

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

To determine the variety of physician's assistant programs already established and ascertain what specific tasks physicians are willing to delegate to assistants, the UCLA Allied Health Professions Project staff corresponded with schools having physicans's assistant programs, interviewed local physicians, and surveyed selected physicians regarding their views of the functions that could be performed by a physician's assistant. Results of the study procedures revealed that: (1) There is a need for standardization of physician's assistant programs; (2) Many physicians are ambivalent about hiring the physician's assistant because of legal complications and other problems: (3) Assembly Bill 2109, passed in 1970 by the California State Senate, should make it easier for the physician's assistant to work in California; (4) Candidates for physician's assistant programs will, for the most part, be recruited from the pool of former military corpsmen; and (5) Further research is needed to determine the specific tasks doctors would delegate to a qualified assistant. A copy of the survey questionnaire is included. (Several pages may be light.) (SB)

Descriptors: Educational Needs/ Educational Programs/ *Health Occupations Education/ Manpower Needs/ *Occupational Information/ *Occupational Surveys/ Paramedical Occupations/ Physicians/ *Physicians Assistants/ Subprofessionals/ *Task Performance

Identifiers: *UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED069900 VT017657

A Survey of Practices in Hospital Pharmacies. The UCLA Allied Health Professions Project.

Cullen, Thomas D.; Henrich, Robert R.

California Univ., Los Angeles. Div. of Vocational Education.

Dec 71 95p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 ($3.00)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

A survey was conducted as part of the UCLA Allied Health Professions Project to determine what procedures are used in health care facility pharmacies for the performance of tasks previously selected for inclusion in a proposed curriculum for pharmacy technicians. Questionnaires were distributed to a national sample of 48 health care facilities, and the replies received from 31 chief pharmacists were analyzed. The survey results revealed that dispensing and purchasing are two subjects that should be given first priority in the development of the curriculum. Bulk compounding, prepackaging, and sterile solution manufacturing may be assigned a lower order of priority, while training in administration of pharmaceuticals does not seem to be necessary for pharmacy technicians. It was concluded that the results of this survey could be used to supplement the task list previously developed as a basis for constructing a pharmacy technician curriculum. The survey questionnaire and other study materials are appended. (Author/SB)

Descriptors: *Curriculum Development/ *Health Occupations Education/ Health Services/ Job Analysis/ Occupational Surveys / Paramedical Occupations/ *Pharmacists/ *Subprofessionals/ Task Analysis/ *Task Performance/ Technical Education

Identifiers: *Pharmacy Technicians/ UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED06[illegible]899 VT017656

Occupational Analysis of Social Service in Medical Care Facilities. The UCLA Allied Health Professions Project.

Ainsworth, T. David; Goldsmith, Katherine L.

California Univ., Los Angeles. Div. of Vocational Education.

Aug 71 93p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 9040: ($2.75)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This report is a summary of the functional analysis of the activities of those engaged in social service occupations in medical settings, which was conducted as part of the UCLA Allied Health Professions Project. A task inventory composed of 1[illegible]2 tasks relating to intake, information and referral, treatment, supportive, community and administrative services was developed and submitted to a representative sample of hospitals in six geographic regions. Responses from 148 persons employed in social services departments revealed that: (1) The community services function was performed least by the social service workers; and (2) Many more similarities than differences were discovered among aides, social work assistants, and social workers with the master's degree (MSW) in both task performance and frequency of task performance. It was recommended that aides be given training to help them perform the higher order treatment functions they are already required to perform and that MSWs receive intensive training in supervision of personnel management, performance evaluation, and task delegation. A copy of the survey questionnaire and other study material are appended. (SB)

Descriptors: •Curriculum Development/ •Health Occupations Education, Health Services/ Job Analysis/ •Occupational Surveys/ Paramedical Occupations/ •Social Services/ Social Work/ Subprofessionals/ •Task Analysis/ Task Performance

Identifiers: •UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED069898 VT017655

Occupational Analysis: Nursing Unit Administration (Ward Administration). Interim Report. The UCLA Allied Health Professions Project.

Gushman, Minna L.; And Others

California Univ., Los Angeles. Div. of Vocational Education.

Apr 71 89p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 ($2.40)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

A national survey was conducted as part of the UCLA Allied Health Professions Project to: (1) analyze the various levels of personnel performing non-clinical tasks within the hospital nursing unit (ward), (2) determine the components of a curriculum for training such personnel, and (3) determine the feasibility of developing a pattern of upward career mobility in administration of the hospital nursing unit. A task inventory consisting of 169 tasks grouped as either clerical or management functions was developed and distributed to a panel of experts and to 243 unit administration personnel. Responses from 189 employees and the expert panel revealed that: (1) Tasks clustered into two groups, with one group comprising tasks which might be accomplished by clerical personnel and the other comprising tasks which might be performed by managerial personnel; (2) In general, the current performance of tasks by various occupational levels is at a variance with practices recommended by the expert panel; and (3) The expert panel rated many tasks higher in difficulty than the personnel performing them. Implications for curriculum development are included, and the survey questionnaires and other study materials are appended. (SB)

Descriptors: Administrative Personnel/ Career Ladders/ •Curriculum Development/ •Health Occupations Education/ Health Services/ •Hospitals/ •Institutional Administration/ Job Analysis/ Medical Services/ Occupational Surveys/ Paramedical Occupations/ •Task Analysis/ Task Performance

Identifiers: •Hospital Ward Administration/ UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED069897 VT017654

A Model of Individualized Instruction for the Clinical Laboratory Occupations. The UCLA Allied Health Professions Project.

Taub, Howard

California Univ., Los Angeles. Div. of Vocational Education.

Feb 72 71p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 ($2.00)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Utilizing the results from a task analysis, a consultant group with expertise in medical technology formulated a curriculum outline listing different levels of laboratory tasks according to the knowledge and skills required to perform them. Designed to enhance career mobility, the stages of learning for the clinical laboratory curriculum consist of: (1) entry level general laboratory skills and knowledge, and (2) basic skills in the clinical laboratory sections. The curriculum is composed of many courses, and within each course, there may be several units consisting of one or more modules having close content similarity. The modules, which are basic, self-contained instructional segments, begin with directions for student use, along with performance objectives, vocabulary list, and general introduction. This is followed by a skill lesson, which includes a specific performance objective, materials and equipment required, and a step-by-step illustrated procedure. A performance checklist and, in some modules, enrichment activities and reading assignments, complete the module. A sample instructional package consisting of an instructor's guide and instructional module for the hematocrit is included in this report. (SB)

Descriptors: Career Ladders/ *Curriculum Design/ *Health Occupations Education/ Individualized Instruction/ *Instructional Materials/ Laboratory Technology/ *Medical Laboratory Assistants/ Medical Technologists/ *Occupational Mobility/ Paramedical Occupations/ Subprofessionals/ Task Analysis/ Task Performance/ Teaching Guides/ Technical Education

Identifiers: *UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED041153 08 VT011432
Dental Auxiliary Occupations. Interim Report.
Kingston, Richard D.
California Univ., Los Angeles. Div. of Vocational Education.
Apr 70 42p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0627
Grant No.: OEG-0-8-080627-4672(085)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

As part of a dental auxiliaries project, a Dental Auxiliary National Technical Advisory Committee was established, and its major undertaking was to assist in the development of a functional inventory for each of the three dental auxiliary occupations (dental assisting, dental hygiene, and dental laboratory technology). The analysis consisted of subdividing the task list into five categories and developing a survey instrument to answer questions about each task function. Currently, 900 survey instruments have been distributed nationally, and the results will be summarized in a later report. The instructional format which allows for individualized instruction, consists of 18 units intended to encompass skills and concepts required for performance in each dental auxiliary functional area. Core and sub-core curriculum possibilities are being selected. Additional background material is available as ED 037 570 (RIE July 1970), and other allied health professionals projects are VT 011 425-VT 011 431 in this issue. (SB)

Descriptors: Core Curriculum/ *Curriculum Development/ *Dental Assistants/ *Dental Hygienists/ *Dental Technicians/ Educational Needs/ Educational Programs/ *Health Occupations Education/ Research Projects/ Task Analysis

Identifiers: UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED041152 08 VT011431

A Study of an Emerging Occupation: The Gastroenterology Assistant. Interim Report.

Kuritsky, Joel; Goldsmith, Katherine L.

California Univ., Los Angeles. Div. of Vocational Education.

Mar 70 43p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

To determine the need, desirability, and training requirements for a gastroenterology assistant training program, interviews with gastroenterologists, a survey of 15 hospitals, and observations of gastroenterology laboratories were conducted. In addition, a questionnaire to ascertain which laboratory tests the assistant would perform was administered to 18 of the 27 physicians surveyed. Some findings and recommendations were: (1) The need for a gastroenterology assistant was supported, (2) A job description has been formulated, (3) A short on-the-job training program, with a comprehensive training manual, would be appropriate in most cases, (4) The suggested training program could provide a means of upgrading existing personnel skills, and (5) A salary range of $5,000 to $7,000, with opportunities for advancement, would be adequate in many cases. Additional background information is available in ED 037 570 and other allied health professions projects are VT 011 425-VT 011 432 in this issue. (SB)

Descriptors: *Curriculum Development/ Educational Needs/ Educational Programs/ *Health Occupations Education/ *Job Development/ *Occupational Information/ On the Job Training/ Research Projects/ *Subprofessionals

Identifiers: *Gastroenterology Assistant/ UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED041150 08 VT011429

A Study of the Occupation of Electroencephalographic Technician. Interim Report.

Freeland, Thomas E.

California Univ., Los Angeles. Div. of Vocational Education.

Apr 70 66p.

Sponsoring Agency: Office of Education (DHEW), Washington. D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

To validate a task list for the occupation of electroencephalograph (EEG) technician, which was derived by project staff members and reviewed and amended by the EEG National Technical Advisory Committee, 109 questionnaires were distributed to four different samples. A 60 percent response revealed: (1) The task list was highly representative of those tasks which are currently being performed by EEG technicians. (2) The technician does not receive a high degree of supervision in the performance of his job, (3) Few of the tasks were perceived as being difficult to perform, and (4) Advisory Committee members perceived that each task was done more frequently, required a greater degree of supervision, and was more difficult to perform than did the other samples. On the basis of survey data, it was concluded that training programs should contain educational content relevant to each task on the list. Additional background information is available in ED 037 570 and other allied health professions projects are VT 011 425-VT 011 432 in this issue. (SB)

Descriptors: *Curriculum Development/ Educational Needs/ Educational Programs/ *Electroencephalography/ *Health Occupations Education/ Research Projects/ *Subprofessionals/ Tables (Data)/ *Task Analysis

Identifiers: UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED011151 08 VT011430
The Nursing Program in the UCLA Allied Health Professions Projects. Summary Report.
Wood, Lucile A.
California Univ., Los Angeles. Div. of Vocational Education.
Apr 70 29p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0627
Grant No.: OEG-0-8-080627-4672(085)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

To up-date information on the nursing occupations portion of the Allied Health Professions Project, the current status of the program and future projections are described. The 306 nursing tasks, which were developed by project staff and valiuated through a national survey, have been re-established into three lists. The lists take into account the "frequency rating" and "criticality rating" of each task and present those tasks performed by all categories (NA/LVN(LPN)/RN), those by the RN/LVN(LPN) only, and those by the RN only. Based on these categorical listings, the next step is to determine what units comprise the total course, and in what sequence the units should be taught. Each unit will be made up of one or more modules, and these modules may be transferred from one occupational cluster to another. Possible progression through the curriculums is illustrated by a schematic chart. Additional background information is available in ED 037 570, and other allied health professions projects are VT 011 425-VT 011 432. The interim report for the nursing occupations portion is VT 011 428. (SB)

Descriptors: Behavioral Objectives/ *Conceptual Schemes/ *Curriculum Development/ Educational Programs/ *Health Occupations Education/ *Nursing/ Post Secondary Education/ *Task Analysis/ Units of Study (Subject Fields)

Identifiers: UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED041149 08 VT011428

A Study of Nursing Occupations; Registered Nurse, Licensed Vocational/Practical Nurse, and Nursing Aide. Interim Report.

Goldsmith, Katherine L.; And Others

California Univ., Los Angeles. Div. of Vocational Education.

Apr 70 127p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

To determine nursing tasks and make curriculum recommendations based on these tasks, a survey instrument of nursing tasks was developed by a project committee, validated by the National Technical Advisory Committee for Nursing, and administered to 450 nursing personnel representing 48 hospitals and extended care facilities. An 88 percent response yielded these results and suggestions: (1) All categories of nursing personnel performed 60 percent of the tasks, (2) The setting of the agency appears to be a factor in the utilization of the lower skilled worker (Nursing Aide) in more critical nursing tasks, (3) Routine safety and comfort measures as well as nutrition and elimination tasks are performed more frequently by Nursing Aides and Licensed Vocational/Practical Nurses, which implies that the basic instructional unit should be concentrated in these areas, and (4) Administrative tasks are done most frequently by Registered Nurses which suggests that this content should be in the more advanced nursing education sequence. Additional background information is available in ED 037 570 and other allied professions projects are VT 011 425-VT 011 432 in this issue. (SB)

Descriptors: *Curriculum Development/ Educational Needs/ Educational Programs/ *Health Occupations Education/ *Nursing/ Research Projects/ Tables (Data)/ *Task Analysis

Identifiers: UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles. California

ED041149 08 VT011427

Occupational Analysis of Tasks Performed in a Medical Record Department. Interim Report.

Gosman, Minna L.; And Others

California Univ., Los Angeles. Div. of Vocational Education.

Apr 70 90p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

A survey of 48 hospitals and extended care facilities was conducted to analyze those tasks which are performed by personnel within the medical record department and to determine the components of a medical record curriculum. In addition a survey was made of the Medical Record National Technical Advisory Committee (NTAC) and other experts to evaluate the performance of the medical record department function. Survey results revealed no discernible relationship between criticality. difficulty, and technical knowledge as rated by the NTAC. Also, the NTAC rated most tasks higher in difficulty than the personnel performing the tasks. There were 25 percent of the respondents who had no previous training before employment in the medical record department. A major implication for curriculum development was that it would be possible to provide vertical and lateral mobility for personnel in the medical record department by grouping tasks into educational categories and developing a progression of skills and knowledge to meet performance levels. Additional background information is available in ED 037 570 and other allied health projects are VT 011 425-VT 011 432 in this issue. (SB)

Descriptors: *Curriculum Development/ Educational Needs/ Educational Programs/ *Health Occupations Education/ *Medical Record Technicians/ Research Projects/ Tables (Data)/ *Task Analysis

Identifiers: UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED041147 08 VT011426

Hospital Pharmacy Technician Project: Development and Validation of the Task Inventory. Interim Report.

Henrich, Robert R.; Goldsmith, Katherine L.

California Univ., Los Angeles. Div. of Vocational Education.

Mar 70 43p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Evaluations of existing pharmacy personnel programs and personal interviews with leaders in the field were conducted to develop a pharmacist and technician task list. Using the survey instrument developed for other occupations, the National Technical Advisory Committee for Pharmacy analyzed and validated the task list. The final organization of the task list contains tasks performed by the pharmacist and technician in dispensing pharmaceuticals, manufacturing bulk compound, prepackaging, sterile solution manufacturing, purchasing and storing, and administration of pharmaceuticals. It was recommended that the task list be used as a guide to break down each task into smaller units and that the tasks be analyzed to determine whether they should be taught in a classroom or clinical situation. In addition to the task list development, the need for pharmacy technicians was demonstrated. Additional background information is available in ED 037 570 and other allied health projects are available as VT 011 425-VT 011 432 in this issue. (SB)

Descriptors: *Curriculum Development/ Educational Needs/ *Health Occupations Education/ *Pharmacists/ Research Projects / *Subprofessionals/ *Task Analysis

Identifiers: UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED041146 08 VT011425

A Study of Purchasing Occupations in Health Care Facilities. Interim Report.

Heinrich, Robert R.; And Others

California Univ., Los Angeles. Div. of Vocational Education.

May 70 166p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672(085)

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Medical facility purchasing is a field for which there is little historical background of curriculum development. To determine the content of an educational curriculum in the field, data on the frequency, supervision, and difficulty of performance in 208 task elements were obtained from a survey of 131 individuals in 29 institutions. In addition a questionnaire concerning general purchasing practices was mailed to the administrators of the institutions. Some findings and recommendations were: (1) Most hospitals have some kind of central purchasing facility, and both centralized and decentralized purchasing commonly exist at the same institution, (2) Purchasing functions are generally performed with little or no supervision and do not involve high levels of difficulty, (3) Nearly every purchasing function is performed at some time by persons other than purchasing agents, (4) Since diversity of policies and procedures exist, flexible curriculums should be constructed, and (5) Instructional units should be designed to combine tasks related to a common function. Background information for the project may be found in ED 037 570 and other allied health projects are available as VT 011 426-VT 011 432 in this issue. (SB)

Descriptors: *Curriculum Development/ Educational Needs/ Educational Programs/ *Health Occupations Education/ *Hospitals/ *Purchasing/ Research Projects/ Tables (Data)/ *Task Analysis

Identifiers: UCLA Allied Health Professions Projects

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TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED037570 08 VT010603

The UCLA Allied Health Professions Projects: The Background, The Programs, The People.

California Univ., Los Angeles.

Jan 70 25p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The projects were funded to create curriculum and instructional materials for those allied health functions that can appropriately be taught in programs through the associate degree level, and to develop inservice and preservice programs for those health-related occupations in which on-the-job training plays a primary role. The staff, with the advice and guidance of a National Technical Advisory Committee and other expert consultants, determines for each occupation concerned: (1) identification of all possible tasks, (2) verification of tasks, (3) determination of the processes involved in performance and the knowledge and skills required for satisfactory performance of each task, (4) development of behavioral objectives (performance goals), (5) development of curriculum including consideration of the career ladder concept, continuing education, and attainment of degree objectives and transferability of credits earned, (6) development of innovative instructional materials and instructor manuals in modular form, (7) teacher education and testing of materials, (8) evaluation of student performance in terms of behavioral objectives, (9) production of instructional materials, and (10) distribution of materials. An outline of facility support services and clinical occupations is included. (JK)

Descriptors: Behavioral Objectives/ Core Curriculum/ *Curriculum Development/ Curriculum Evaluation/ Educational Mobility/ *Health Occupations Education/ High Schools/ *Job Analysis/ Material Development/ Occupational Mobility/ Pilot Projects/ Post Secondary Education/ *Research Projects

Identifiers: UCLA/ UCLA Allied Health Professions Projects/ University of California at Los Angeles

Descriptors:

CROSS REFERENCES:

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Section: D

TOPIC: Current JDRP Project Document

Project: UCLA Allied Health Professions Publications

Project Site: Los Angeles, California

ED025663 08 VT007625

Meeting of the National Advisory Committee for the Allied Health Professions Projects (1st, University of California, Los Angeles, September 13, 1968).

Allied Health Professions Projects, Los Angeles, Calif.; California Univ., Los Angeles. Div. of Vocational Education.

Nov 68 110p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-8-080627-4672

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Twenty-eight committee members, representing educational institutions, professional associations, public agencies, and the public-at-large, participated in a meeting to provide guidance in a 4-year project undertaken by UCLA to develop exemplary instructional programs for the continuing education of existing allied health personnel and for the preservice education of new allied health personnel at the junior college level. Presentations include: (1) an explanation of the background of the project, (2) review of the proposal by Melvin Barlow, (3) review of the junior college level allied health professions and discussion of priorities by Mary Jensen, (4) discussion of the systems approach to instruction and individualization of instruction by B. Lamar Johnson, (5) a discussion of UCLA hospital-based training programs by Bernard Strohm, (6) an explanation of the UCLA clinical instructor training programs by Miles H. Anderson, and (7) demonstration of polysensory multi-media instructional materials by Milo P. Johnson. Appendixes include an instrument used to determine priorities among health occupations programs and a review of the results of the survey completed at the advisory committee meeting, a survey of health occupations programs, and the staffing pattern for the project. (JK)

Descriptors: *Advisory Committees/ Autoinstructional Methods / *Community Colleges/ Conference Reports/ Curriculum Development/ *Guidelines/ *Health Occupations Education/ Professional Associations/ *Program Development/ Speeches/ Systems Approach/ Teacher Education

Identifiers: *Allied Health Professions Projects

Descriptors:

CROSS REFERENCES:

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Section: D

TOPIC: Current JDRP Project Document

Project: Urban Arts Program

Project Site: Minneapolis, Minnesota

ED068608 UD012984
Urban Arts Program: Project Director's Report, 1970-1971.
Kennedy, Wallace; Hols, Marge
Minneapolis Public Schools, Minn.
Dec 71 59p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

After two years of planning, the Minneapolis Schools began a unique Urban Arts Program during 1970-71, funded under Title III of the Elementary Secondary Education Act. Urban Arts is an arts school without walls for junior and senior high school students who leave their home schools part of every day during school hours to study with professional artists where the artists work. The participating arts agencies provide the learning environments, the artist-teachers, and the instructional design of the courses. A total of 626 students representing just about every social, economic, ethnic, and educational background in the city enrolled for courses during the school year; another 327 took summer school courses. The Bryant School Museum Program involved 600 students. Students enrolled in 13 classes offered during the school year; nine during the summer program. Classes were ungraded and students received no grades but did get credit for successful completion of courses. Classes were taught by 32 artist-teachers. In general, they were talented and young not-yet-recognized artists, although there were exceptions. An Advisory Board of students, parents, and Minneapolis Schools' personnel was selected to help set policy for the program. It met four times during the year. (Author/JM)

Descriptors: *Art Education/ Art Teachers/ Compensatory Education Programs/ Curriculum Development/ Fine Arts/ High School Students/ Junior High School Students/ *Program Evaluation/ *Secondary Education/ Summer Programs/ *Urban Education/ Visual Arts

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III program/ *Minnesota

Descriptors:

CROSS REFERENCES:

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Section: E

TOPIC: National Diffusion Network
Program Document

Project: Vocational Diffusion Assistance Project

Project Site: New Hampshire Facilitator Center, Concord, New Hampshire

ED147507 08 CE013486
Vocational Diffusion Assistance Project. Final Report.
New Hampshire Facilitator Center, Concord.
77 28p.; Best copy available
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.; Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Objectives of a project conducted by the New Hampshire Educational Facilitator Center were (1) to assist the vocational education community in becoming more aware of model programs available in the National Diffusion Network (NDN); (2) to make the adaptation and replication of existing proven models a viable means of program improvement in practice as well as theory; and (3) to assist educators on a self-select basis to implement components of National Diffusion Network model programs, creating in-state sites for further diffusion efforts. Activities were concentrated on four programs: occupational versatility, Appalachian Education Lab Experienced Based Career Education (EBCE), vocational reading power, and community involvement model. Awareness sessions were held for the first three programs for representatives from school districts. Three occupational versatility workshops were conducted and participating districts were provided with limited materials and on-site technical assistance. Results of an EBCE session may lead to a pilot ESCE site. One hundred participants engaged in two vocational reading power workshops and began implementation immediately following training. A community involvement resource team was created and a model was located to allow a direct exchange between vocational education instructors and community members. It was recommended that this type of facilitator center activity be continued but with an increased resource base. A summary of the center's overall activities during two years of operation is appended. (BL)

Descriptors: *Adoption (Ideas)/ *Demonstration Programs/ Diffusion/ Educational Innovation/ *Information Dissemination/ Information Networks/ Information Services/ *Program Development/ Program Improvement/ School Districts/ State Agencies/ State Programs/ Technical Assistance/ *Vocational Education

Identifiers: National Diffusion Network/ New Hampshire

Descriptors: Adoption (ideas), Demonstration Programs/Diffusion/Educational Innovation, Information Dissemination, Program Development, Vocational Education

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: USOE Dissemination Review Panel Report

Project Site: U. S. Office of Education, Washington, D. C.

ED143642 EC102667

USOE Dissemination Review Panel Report.

Northwest Special Education, Lignite, N. Dak.

77 17p.; This report was developed under the auspices of Northwest Special Education, Developer/Demonstrator Project

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Presented is a report on the effectiveness of a project designed to serve elementary grade learning disabled (LD) students in rural Burke County, North Dakota. A brief description of the project includes a listing of the five performance objectives and evaluation criteria, and expenditure statistics. Tables provide data on program effectiveness, including performance results on the Wechsler Intelligence Scale for Children, The Wide Range Achievement Test and the Key Math Test. (CL)

Descriptors: Elementary Education/ *Learning Disabilities/ *Program Effectiveness/ *Program Evaluation/ Rural Areas

Descriptors: Learning Diasabilities, Program Effectiveness, Program Evaluation

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: Educational Programs That Work

Project Site: Far West Laboratory for Educational Research and Development

ED130456 95 EA008842

Educational Programs That Work. A Resource of Exemplary Educational Programs Developed by Local School Districts and Approved by the Joint Dissemination Review Panel in the Education Division of the Department of Health, Education and Welfare.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

76 209p.; For a related document, see ED 116 354

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-75-0402

Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($4.95, payment must accompany order)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

The various programs presented here offer educators an array of ideas and some potential solutions to meet the needs and interests of communities far from the original project sites. In view of demonstrated effectiveness in meeting local school program needs, these projects were submitted for quality assurance to the Joint Dissemination Review Panel within the Educational Division of the Department of Health, Education, and Welfare. All the projects cited have undergone close scrutiny by the Panel and have been approved for national dissemination. Each description follows a similar format that offers concise yet comparative information. A brief description of the program is given along with information on the materials used, services available, target audience, financial requirements, program evaluation, and contact person. The projects described include those dealing with alternative schools; bilingual/migrant education; career/vocational education; early childhood/parent readiness; environmental education; organization arrangement/training/administration; reading/language arts/mathematics; special education/gifted/learning disabilities; arts, communication skills, technology; and health, human behavior, physical education, and multiple talent development. (Author/IRT)

Descriptors: *Alternative Schools/ Art Education/ *Bilingual Education/ *Career Education/ Communication Skills/ *Early Childhood Education/ Educational Programs/ Elementary Secondary Education/ Environmental Education/ Health Education / Mathematics Education/ Migrant Education/ Physical Education / *Program Descriptions/ Reading Programs/ *Special Education/ Vocational Education

Descriptors: Alternative Schools, Bilingual Education, Career Education, Early Childhood Education, Program Descriptions, Special Education

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TOPIC: National Diffusion Network
Program Document

Project: Educational Programs That Work

Project Site: Far West Laboratory for Educational Research and Development

ED116354 95 EA007841

Educational Programs That Work. A Resource of Educational Innovations Developed by Local School Districts and Approved by an Evaluation Panel in the Education Division of the Department of Health, Education and Welfare.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Sep 75 205p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-300-75-0402

Orders Department, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103 ($4.95, orders must be prepaid)

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

This sourcebook provides brief descriptions of a number of innovative programs that have been approved for dissemination by the Joint Dissemination Review Panel within the Education Division of the Department of Health, Education, and Welfare. The first section presents an array of programs that were being supported as Demonstration Projects during the 1975-76 school year by the U.S. Office of Education. The second section presents shorter descriptions of projects that are also approved for diffusion but, in view of scarce resources, could not be funded during the particular school year. The back of the book contains a list of state facilitators, with names, addresses, and phone numbers. Each facilitator serves as a matchmaker within that state to assure that local education agencies obtain information about and access to those validated innovations that fit identified needs of particular schools, regardless of where in the nation the original program happened to have been launched. The demonstration projects deal with a wide variety of areas: alternative/secondary education, early childhood and parent readiness, the environment, reading/language/mathematics, specialized curriculum/special interests, special education, and training/organizational arrangements. (Author/IRT)

Descriptors: Curriculum/ *Diffusion/ Early Childhood Education/ *Educational Innovation/ Elementary Education/ Environmental Education/ Innovation/ Language Skills/ Mathematics/ Mathematics Education/ *Program Descriptions/ Program Guides/ Reading/ Secondary Education/ Special Education

Identifiers: National Diffusion Network

Descriptors: Diffusion, Educational Innovation, Program Descriptions

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: Right To Read in Tennessee

Project Site:

EJ170419 RC502643
Right to Read in Tennessee
Green, Elizabeth; And Others
Tennessee Education, 7, 2, 5-9 F 77

Tennessee's Right to Read Effort is described in terms of six on-going programs: State Leadership and Training (the basics and free reading); Reading Improvement (pre-elementary and elementary schools); Special Emphasis (intensive instruction); Adult Reading Academy (for the functionally illiterate); Reading Is Fundamental (community book distribution); and National Diffusion Network. (JC)

Descriptors: *Reading Programs/ *Program Descriptions/ *Elementary School Students/ *Adults/ *Leadership Training/ *Information Dissemination/ Basic Skills/ Preschool Programs/ Reading Instruction

Identifiers: *Tennessee

Descriptors: Reading Programs, Program Descriptions, Elementary School Students, Adults, Leadership Training, Information Dissemination

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: Stretching Education Dollars and Ideas

Project Site:

EJ164854 RC502537
Stretching Education Dollars and Idea
Barry, Judy
Appalachia, 10, 8, 27-32 Jun-Jul 77

Demonstrating the way in which the National Diffusion Network (a system set up to disseminate exemplary educational practices) operates, this article describes application of an Illinois-developed early childhood program to the needs of a rurally isolated county in North Carolina. (JC)

Descriptors: *Early Childhood Education/ *Information Dissemination/ *Program Descriptions/ *Rural Areas/ Program Development

Identifiers: *North Carolina (Mitchell County)/ *National Diffusion Network/ Appalachia

Descriptors: Early Childhood Education, Information Dissemination, Program Descriptions, Rural Areas

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: Education's New Pipeline

Project Site:

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EJ144138  AA523349
  Education's New Pipeline
  Moorefield, Story
  American Education, 12, 2, 6-9    Mar 76
  Through OE's National Diffusion Network educators learn
about programs that work--and one of them may just be the
answer to a problem of their own. (Editor)
  Descriptors:   *Information Dissemination/  *Information
Networks/  *Program Descriptions/  *Program Evaluation/
*Evaluation Criteria/ School Systems/ Educational Objectives/
Educational Practice/ Program Development
  Identifiers: *National Diffusion Network
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Descriptors: Information Dissemination, Information Networks, Program Descriptions, Program Evaluation, Evaluation Criteria

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: National Diffusion Network: A Success Story Ending?

Project Site:

EJ137982 EA507122
The National Diffusion Network: A Success Story Ending?
Neill, Shirley Boes
Phi Delta Kappan, 57, 9, 598-601 May 76

Despite its phenomenal success at disseminating information on endorsed innovative programs, the National Diffusion Network's interstate activities will be severely limited unless a new source of funding is found. (Author/IRT)

Descriptors: *Federal Programs/ *Adoption (Ideas)/ *Demonstration Programs/ *Information Dissemination/ *Diffusion/ Elementary Secondary Education/ School Systems/ Educational Innovation/ Federal Aid

Identifiers: *National Diffusion Network

Descriptors: Federal Programs, Adoption (Ideas), Demonstration Programs, Information Dissemination, Diffusion

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: Effective New Reading Programs

Project Site:

EJ132390 CS702678
Effective New Reading Programs
Reading Teacher, 29, 6, 546-47 Mar 76

Lists and describes 14 reading programs offered through the National Diffusion Network (NDN) and approved by a special review panel of the Department of Health, Education, and Welfare (DHEW).

Descriptors: *Reading Programs/ *Program Effectiveness/ *Reading Instruction/ *Language Development/ *Program Descriptions/ Elementary Education/ Reading Skills/ Language Arts

Descriptors: Reading Programs, Program Effectiveness, Reading Instruction, Language Development, Program Descriptions

CROSS REFERENCES:

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Section: E **TOPIC:** National Diffusion Network Program Document

Project: Forms and Formalities: A Resource Containing Forms Currently Utilized by Members of the National Diffusion Network to Facilitate the Adoption and Implementation Process

Project Site:

ED153662 IR006070

Forms and Formalities: A Resource Containing Forms Currently Utilized by Members of the National Diffusion Network to Facilitate the Adoption and Implementation Process.

Malkas, Mark, Ed.; And Others

Far West Lab. for Educational Research and Development, San Francisco, Calif.

78 275p.: For related document, see ED 142 178 ; Due to small type some parts may be marginally legible

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-77-415

Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($8.50)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

This resource provides examples of participant forms utilized by State Facilitators and Developer/Demonstrators from over 55 National Diffusion Network projects for communication with each other and with Local Education Agencies. A revision of the 1976 Forms and Formalities, this edition concentrates on sharing of form development expertise, ascertaining rationale for form revision, and providing alternative approaches to the adoption and implementation process. Forms are grouped in seven categories: (1) needs assessment; (2) preworkshop information-gathering; (3) adoption agreements; (4) adoption and implementation monitoring; (5) evaluation and impact assessment; (6) project recordkeeping and documentation; and (7) miscellaneous. (Author/JAB)

Descriptors: Adoption (Ideas)/ *Data Collection/ *Diffusion/ Evaluation Methods/ Needs Assessment/ *Networks/ Organizational Communication/ *Program Evaluation/ *Records (Forms)/ Reports

Descriptors: Data Collection, Diffusion, Networks, Program Evaluation, Records (Forms)/Reports

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TOPIC: National Diffusion Network
Program Document

Project: Evaluation of the National Diffusion Network: Design Report and Analysis Plan

Project Site: Stanford Research Institute, Menlo Park, California

ED152808 95 TM006969
Evaluation of the National Diffusion Network: Study Design and Analysis Plan.
Emrick, John A.
Stanford Research Inst., Menlo Park, Calif.
Mar 76 76p.; For related documents, see TM 006 601, 651, and 806
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: SRI-URU-4385
Contract No.: 300-75-0260
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Conceptual and operational details of the evaluation of the National Diffusion of Network (NDN) are presented. The NDN promotes the exchange of successful educational practices. The report is divided into five sections, starting with an overview of the report. In the second chapter, a conceptual model for the evaluation is derived. The third chapter presents major features of the evaluation design: sources of evidence, the measurement plan, and the resultant data base. Major evaluation variables, including characteristics of innovations, of networking, of Adopter units, of diffusion strategies, and of adoptions are defined. The hypothesized relationships and directional influence among the categories of variables are shown. Procedures for implementing the evaluation are presented in the fourth chapter. Five major data-gathering activities--Program Review, Status Survey I, Network Evaluation Questionnaire, Observation/Interview Site Visits, and Observation/Documentation of NDN Activities are described in terms of goals, scope, instrumentation, data collection activities, schedule, data processing, analyses, and reporting. The fifth chapter describes the data analysis, which included discriminant analysis of determinants of local education association adoptions; regression analyses among innovations, network and adoption characteristics; and case-study analyses to provide interpretive contexts for more formal analyses and to produce hypotheses for further exploration. (Author/MV)

Descriptors: *Adoption (Ideas)/ *Data Analysis/ *Data Collection/ *Diffusion/ Educational Programs/ Elementary Secondary Education/ *Evaluation Methods/ Information Dissemination/ Models/ National Programs/ Networks/ *Program Evaluation/ Regional Laboratories/ Research Design/ School Districts/ State Departments of Education
Identifiers: *National Diffusion Network

Descriptors: Adoption (Ideas), Data Analysis, Data Collection, Diffusion, Evaluation Methods, Program Evaluation

CROSS REFERENCES:

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TOPIC: National Diffusion Network Program Document

Project: Transferring Success

Project Site: Far West Laboratory for Educational Resaerch and Development

ED151949 95 EA010446
Transferring Success.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Mar 76 125p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-75-0402
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This publication presents approximately 50 brief case studies that describe the experience of participants in the National Diffusion Network (NDN), a linkage system established by the U.S. Office of Education to enable people to share their knowledge and help each other promote change in the schools. The case studies illustrate the change-agent roles played by state facilitators, developer/demonstrators, and local school personnel as they worked together to transfer successful educational programs. The studies are divided into five sections that correspond to stages of the adoption process--awareness, match-making, joint decision-making, training, and institutionalization. The first page of each section indicates some of the lessons that have been suggested by the NDN experience. Each case study describes all the stages of adoption, but by presenting them in this manner, an attempt is made to emphasize particular points about the functions of NDN participants at each stage. The demonstration programs described in the case studies are indexed alphabetically by title, by program content, and by geographical region. (Author/JG)

Descriptors: *Adoption (Ideas)/ Case Studies/ Change Agents/ Change Strategies/ *Demonstration Programs/ Demonstration Projects/ *Diffusion/ Educational Change/ *Educational Innovation/ Elementary Secondary Education/ *Federal Programs/ *Program Descriptions
Identifiers: *National Diffusion Network

Descriptors: Adoption (Ideas), Demonstration Programs, Educational Innovation, Federal Programs, Program Descriptions

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TOPIC: National Diffusion Network Program Document

Project: Extending The Agricultural Extension Agent Model: A Preliminary Draft.

Project Site: Stanford University, California, Institute for Communication Research

ED151130 RC010393

Extending the Agricultural Extension Model. Preliminary Draft.

Rogers, Everett M.; And Others

Stanford Univ., Calif. Inst. for Communication Research.

Sep 76 187p.

Soonsoring Agency: National Science Foundation, Washington, D.C.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

The purposes of this report are: to describe the main elements of the U.S. agricultural extension model and its effects on the agricultural revolution; to analyze attempts to extend this model to non-agricultural technology and/or to less developed countries: and to draw general conclusions about the diffusion of technological innovations, with implications for research and action. The following main elements in the agricultural extension model are identified: a critical mass of new technology; a research sub-system oriented to utilization; a high degree of user control over the research utilization process; structural linkages among the research utilization systems's components; a high degree of client contact by the linking sub-system; a "spannable" social distance across each interface between components in the system; evolution as a complete system; and a high degree of control by the system over its environment. The analysis of model application to seven different cases (Social and Rehabilitation Service, Office of Education, National Diffusion Network Program, family planning, developing nations, and diffusion of technology among private manufacturing firms) indicates: little success with SRS application due to the neglect of certain elements of the model; more OE and SRS success; little success when transferred to agricultural applications in developing nations; greatest success with adaptation to the family planning context; and little success in industry applications of the model. (JC)

Descriptors: *Agencies/ Agriculture/ *Delivery Systems/ *Developing Nations/ Evaluation/ *Family Planning/ History/ Industry/ *Models/ Rural Development/ *Rural Extension/ Technology

Identifiers: *Agricultural Extension Model

Descriptors: Agencies, Delivery Systems, Developing Nations, Family Planning, Models, Rural Extension

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TOPIC: National Diffusion Network Program Document

Project: Reading/Language Arts

Project Site: Illinois Department of Education, Springfield, Illinois

ED150542 CS003895

Reading/Language Arts.

Illinois State Office of Education, Springfield.

78 19p.; One of a number of programs on the State of Illinois Diffusion Network which appears in the publication "Wings of Progress" ; Light type may reproduce poorly

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

These seven projects comprise the reading and language arts section of a report on Elementary Secondary Education Act Title IV programs for the state of Illinois. Complete descriptions are furnished for the following: a multi-text, individualized reading skills program for grades four through eight; a reading program which stresses phonetic and sight vocabulary for students two or more grade levels below "normal"; the Pegasus reading project, a curriculum structure consisting of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels for students in kindergarten through grade twelve; a remedial program for children testing in the lowest quartile in reading and mathematics; oral language skills study for grades one through five; a junior high reading laboratory designed to raise student reading achievement 25%; and a secondary reading program created to promote vocabulary growth and reading comprehension in vocational studies. (MAI)

Descriptors: Developmental Reading/ Directed Reading Activity/ Elementary Secondary Education/ Individualized Reading/ •Language Arts/ •Reading Diagnosis/ Reading Instruction/ •Reading Materials/ •Reading Programs/ •Reading Skills/ •Remedial Reading Programs/ Vocabulary Skills

Identifiers: Elementary Secondary Education Act Title IV

Descriptors: Language Arts, Reading Diagnosis, Reading Materials, Reading Programs, • Reading Skills, Remedial Reading Programs

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Section: E

TOPIC: National Diffusion Network Program Document

Project: Educational Programs That Work. Volume IV

Project Site: Far West Laboratory for Educational Research and Development

ED149441 95 EA010258

Educational Programs That Work. Volume IV.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

77 244p.: For related documents, see ED 116 354, ED 130 456, and EA 010 256-257; Not available in paper copy due to small print size of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-77-415

Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($4.95 single copy; $3.50 15-67 copies; $200.00 for case of 68 copies)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This catalog is published as one of many mechanisms to stimulate and facilitate continuing communication among the federal, state, intermediate, and local agencies that share responsibility for educational program improvement through nationwide dissemination activities. All the projects cited have undergone close scrutiny by the Joint Dissemination Review Panel within the Educational Division of the Department of Health, Education, and Welfare, and have been approved for national dissemination. A brief description of the program is given along with information on the materials used, services available, target audience, financial requirements, program evaluation, and contact person. The appendix offers several listings of key persons--National Diffusion Network State Facilitators and state coordinators of federally funded programs--who may be able to assist local schools through technical assistance as they search for useful new educational practices. The appendix also cites a handful of projects deemed to be available on only a limited basis. The indexes locate exemplary programs by content, by geographical locale, and by name. (Author/MLF)

Descriptors: Alternative Schools/ Art Education/ Bilingual Education/ Career Education/ Communication Skills/ *Demonstration Programs/ *Diffusion/ Early Childhood Education / *Educational Programs/ Elementary Secondary Education/ Environmental Education/ Federal Aid/ Health Education/ Language Arts/ Learning Disabilities/ Mathematics Education/ Migrant Education/ Physical Education/ *Program Descriptions/ *Program Improvement/ Reading Programs/ Special Education/ Vocational Education

Descriptors: Demonstration Programs, Diffusion, Educational Programs, Program Descriptions, Program Improvement

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Project: State Facilitator Profile. Volume III. National Diffusion Network

Project Site: Far West Laboratory for Educational Research and Development

ED149440 95 EA010257

State Facilitator Profile. Volume III. National Diffusion Network.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

77 108p.; For related documents, see ED 130 456 and EA 010 256-258 ; Not available in paper copy due to small print size of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-77-415

Far West Laboratory for Educational Research and Development, 1355 Folsom Street, San Francisco, California 94103 ($6.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

In 1974, the U.S. Office of Education (USOE) created the National Diffusion Network (NDN) in order to bring together representatives of federal, state, and local agencies to promote widespread adoptions of new and innovative programs within and across state boundaries. This goal is accomolished through use of State Facilitator (SF) and Developer/Demonstrator (D/D) projects. State Facilitators provide information about D/D projects to interested educators, assist schools in needs assessment activities, and help match local needs and interests with appropriate programs. They may also provide other information services, organizational planning for change, and problem-solving help to schools. A one-page description is provided for each State Facilitator currently receiving NDN funding. Descriptions are arranged alphabetically by state. Each description provides information on project staff, special resources, outreach strategies, special emphasis, criteria for selection of D/Ds, criteria for selection or adopter districts, financial assistance policies, total budget, and contact name. (Author/MLF)

Descriptors: *Change Agents/ *Demonstration Programs/ *Diffusion/ Educational Innovation/ Elementary Secondary Education/ Needs Assessment/ *Occupational Information/ Problem Solving/ Program Improvement/ *State School District Relationship/ Workshops

Identifiers: *State Facilitators

Descriptors: Change Agents, Demonstration Programs, Diffusion, Occupational Information, State School District Relationship

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TOPIC: National Diffusion Network Program Document

Project: Teaching Through Adventure: A Practical Approach

Project Site: Project Adventure, Hamilton, Massachusetts

ED148548# RC010308
Teaching Through Adventure: A Practical Approach.
76 97p.
Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($4.50)
Document Not Available from EDRS.

Presenting four basic adventure education concepts as defined by Project Adventure (a Demonstrator/Developer Project within the National Diffusion Network and operating out of Massachusetts), this book describes a number of successful high school and middle high adventure programs. Major adventure education concepts are identified as: adventure (an emotional context wherein students are given opportunity to feel and know involvement); cooperation (working in a group toward a common goal which cannot be accomplished individually); linkage between direct experiences and classroom concepts; and the perception of education as the integration of an individual's physical, emotional, social, intellectual, and aesthetic personality. The program descriptions are presented in terms of learning and teaching objectives, the experience itself, evaluation, and followup and include the following: a "mud walk" by a secondary biology class; an experiment in defining education via research and a trip to four differing schools by an eighth grade English class; a "texture walk" by a senior high's advanced art class; action seminars (half-day interdisciplinary semester courses which focus on learning through activity and which result in a tangible product--a Greek feast, for example); and a three-day trip to Cape Cod for 200 students in field biology. This document also includes some practical considerations for developing an adventure curriculum (emphasis on planning, implementation, and followup problems). (JC)

Descriptors: Activity Learning/ Art/ Biological Sciences/ Camping/ *Concept Formation/ Curriculum Development/ *Curriculum Guides/ Educational Objectives/ English Curriculum / Field Trips/ Group Activities/ Interdisciplinary Approach/ *Outdoor Education/ Planning/ *Program Descriptions/ Program Development/ Program Evaluation/ *Secondary Education
Identifiers: *Adventure Activities/ *Experiential Learning

Descriptors: Concept Formation, Curriculum Guides, Outdoor Education, Program Descriptions, Secondary Education

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TOPIC: National Diffusion Network Program Document

Project: Vocational Diffusion Assistance Project. Final Report

Project Site: New Hampshire Facilitator Center, Concord, New Hampshire

ED147507 08 CE013486
Vocational Diffusion Assistance Project. Final Report.
New Hampshire Facilitator Center, Concord.
77 28p.; Best copy available
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.; Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Objectives of a project conducted by the New Hampshire Educational Facilitator Center were (1) to assist the vocational education community in becoming more aware of model programs available in the National Diffusion Network (NDN); (2) to make the adaptation and replication of existing proven models a viable means of program improvement in practice as well as theory; and (3) to assist educators on a self-select basis to implement components of National Diffusion Network model programs, creating in-state sites for further diffusion efforts. Activities were concentrated on four programs: occupational versatility, Appalachian Education Lab Experienced Based Career Education (EBCE), vocational reading power, and community involvement model. Awareness sessions were held for the first three programs for representatives from school districts. Three occupational versatility workshops were conducted and participating districts were provided with limited materials and on-site technical assistance. Results of an EBCE session may lead to a pilot EBCE site. One hundred participants engaged in two vocational reading power workshops and began implementation immediately following training. A community involvement resource team was created and a model was located to allow a direct exchange between vocational education instructors and community members. It was recommended that this type of facilitator center activity be continued but with an increased resource base. A summary of the center's overall activities during two years of operation is appended. (BL)

Descriptors: *Adoption (Ideas)/ *Demonstration Programs/ Diffusion/ Educational Innovation/ *Information Dissemination/ Information Networks/ Information Services/ *Program Development/ Program Improvement/ School Districts/ State Agencies/ State Programs/ Technical Assistance/ *Vocational Education
Identifiers: National Diffusion Network/ New Hampshire

Descriptors: Adoption (Ideas), Demonstration Programs, Information Dissemination, Program Development, Vocational Education

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TOPIC: National Diffusion Network Program Document

Project: Evaluation of the National Diffusion Network. Evaluation Study. Executive Summary.

Project Site: Office of Education (DHEW), Washington, D.C.

ED147355 95 TM006806

Evaluation of the National Diffusion Network. Evaluation Study. Executive Summary.

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Oct 77 9p.; For related documents, see TM 006 601 and 651

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The structure and effectiveness of the National Diffusion Network (NDN) as a national system, and the characteristics of the diffusion and adoption processes for the dissemination of exemplary educational practices were evaluated by the Stanford Research Institute. Evaluation methods included a review of pertinent documents. the administration of questionnaires to NDN participants, direct observation, interviews, and site visits. The results indicated that: (1) NDN activities resulted in 2,000 project adoptions over a two-year period: most retained the major features of the original projects. (2) The demand for NDN services from interested school districts was greater than could be supplied. (3) The adopted projects provided substantial improvement over previous practices, and more effective utilization of existing resources. (4) Resource materials played an important role in supplying operational and instructional detail to implementing districts. (5) Personal assistance prior to project adoption, was critical to the success of project implementation and subsequent project adoptions. (6) Little dissemination of an exemplary project occurred unless the project developer was funded for dissemination. (7) In states where no facilitator was funded, little or no dissemination of exemplary projects occurred. (Author/MV)

Descriptors: Change Agents/ Change Strategies/ *Diffusion/ *Educational Innovation/ Elementary Secondary Education/ *Evaluation Methods/ *Information Dissemination/ *National Programs/ Program Development/ *Program Evaluation/ School Districts/ State Departments of Education

Identifiers: *National Diffusion Network

Descriptors: Diffusion, Educational Innovation, Evaluation Methods, Information Dissemination, National Programs, Program Evaluation

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TOPIC: National Diffusion Network Program Document

Project: Evaluation of the National Diffusion Network. Final Report. Volume II. Technical Supplement.

Project Site: Stanford Research Institute - Menlo Park, California

ED147340 95 TM006651
Evaluation of the National Diffusion Network. Final Report. Volume II: Technical Supplement.
Emrick, John A.; Peterson, Susan M.
Stanford Research Inst., Menlo Park, Calif.
May 77 239p.; For related documents, see TM 006 601 and 806 ; Some tables may be marginally legible due to small type
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: SRI-P-4385
Contract No.: 300-75-0260
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

The National Diffusion Network provides a model for the adoption of outstanding educational programs. This second volume of the Final Report on the Evaluation of the National Diffusion Network consists of a series of technical supplements to Volume I, which contains the findings and recommendations. These technical supplements provide details of the evaluation methodology, the statistical treatment of evaluation evidence, and the survey instrumentation. Data from the questionnaires completed by participants have been tabulated, and are included. (MV)

Descriptors: Change Agents/ Change Strategies/ Data Analysis/ *Data Collection/ Diffusion/ Educational Innovation/ Elementary Secondary Education/ *Evaluation Methods/ *Information Dissemination/ Multiple Regression Analysis/ National Programs/ Participant Characteristics/ Predictor Variables/ Program Development/ *Program Evaluation/ Questionnaires/ Regional Laboratories/ School Districts/ State Departments of Education/ *Statistical Analysis/ *Tables (Data)
Identifiers: *National Diffusion Network

Descriptors: Data Collection, Evaluation Methods, Information Dissemination, Program Evaluation, Statistical Analysis, Tables (Data)

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TOPIC: National Diffusion Network Program Document

Project: Evaluation of the National Diffusion Network. Final Report. Volume I. Findings and Recommendations.

Project Site: Stanford Research Institute - Menlo Park, California

ED147327 95 TM006601
Evaluation of the National Diffusion Network. Final Report. Volume I: Findings and Recommendations.
Stanford Research Inst., Menlo Park, Calif.
May 77 221p.; For related documents, see TM 006 651 and 806
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: SRI-P-4385
Contract No.: 300-75-0260
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Major findings, interpretations, and policy recommendations developed from a national, in-depth evaluation of the National Diffusion Network (NDN) are presented. Features of the NDN approach to the dissemination of educational innovation include: local change as a goal, use of specialized change agents, emphasis on interpersonal tactics to effect change, and the change agent's orientation for the user of the innovation. Primary goals of this evaluation were (1) to provide a comprehensive description of the evolution, organization, objectives and operating procedures of the NDN, (2) to describe the NDN processes and explain their influence on the adoption of ideas, (3) to evaluate the organizational effectiveness of the NDN and its supporting components, and (4) to analyze evaluation findings and make specific recommendations regarding the continuation of the NDN. These recommendations included awarding specialized technical assistance contracts for operating the NDN, and funding and administering the NDN on as high a level as possible within the Education Division. Among the issues cited for further study were: the role of instructional materials versus in-person assistance in effecting and sustaining change, the patterns and effects of secondary diffusion, the impact of NDN adoptions in terms of conventional educational outcomes, NDN interface with state education agencies, and the problems in effecting changes in urban schools. (MV)

Descriptors: Adoption (Ideas)/ Change Agents/ *Change Strategies/ *Diffusion/ *Educational Innovation/ Elementary Secondary Education/ Evaluation Methods/ *Information Dissemination/ Interagency Coordination/ *National Programs/ Program Development/ *Program Evaluation/ Regional Laboratories/ School Districts/ State Departments of Education / Success Factors
Identifiers: *National Diffusion Network

Descriptors: Change Strategies, Diffusion, Educational Innovation, Information Dissemination, National Programs, Program Evaluation

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TOPIC: National Diffusion Network Program Document

Project: The Tenth Nayional Dissemination Conference. A Report.

Project Site: Council of Chief State School Officers. Washington, D. C.

ED146939 IR005418

The Tenth National Dissemination Conference. A Report.

Herlig, Richard K.

Council of Chief State School Officers, Washington, D.C.

Jun 77 21p.; For related documents, see IR 005 419, ED 143 334-335 and 308

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: 400-76-0075

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This report on the Tenth National Dissemination Conference of 1977 outlines the purposes of the conference and summarizes the present state of educational information dissemination. National programs are described, including the National Institute of Education State Capacity Building Program, the National Diffusion Network, the Dissemination Analysis Group, The Research and Development Exchange, the Research and Development Utilization Program, and the National Dissemination Leadership Project. The report includes an overview of presentations on dissemination programs institutionalized within their state agencies. The full text of "Statement of Agreement by Professionals in the Field of Educational Dissemination at the June 1977 Dissemination Forum" is appended. (KP)

Descriptors: *Administrative Principles/ Conference Reports/ Conferences/ *Information Dissemination/ *Information Networks / *National Programs/ *State of the Art Reviews

Identifiers: *Educational Information Centers/ National Dissemination Conference

Descriptors: Administrative Principles, Information Dissemination, Information Networks, National Programs, State of the Art Reviews

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TOPIC: National Diffusion Network Program Document

Project: A Report of Facilitating Educational Change With Local School Districts Through the National Diffusion Network.

Project Site: U. S. Office of Education (DHEW). Washington, D. C.

ED144559 IR005127

A Report on Facilitating Educational Change with Local School Districts through the National Diffusion Network.

Parish, Ralph

76 21p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The National Diffusion Network was initiated in 1974 by the United States Office of Education (USOE). Thirty states developed state facilitators the first year and 36 states had facilitators the second year. Among the facilitators in the network, there appears to be considerable difference in the approaches that are taken to diffuse the projects that have been identified by USOE/NIE and the Joint Dissemination Review Panel. Most of the differences reflect the range of theory found in the literature regarding dissemination and diffusion. When examining the available knowledge and experience available to linking agents, it became clear to the LINK staff that some clear choices had to be made. There are at least three general models than can be identified as relating to State Facilitator work (Education Program Facilitators): (1) product/knowledge dissemination; (2) process change model; and (3) the interactive model. This paper is concerned with some of the conclusions the LINK staff has made about facilitating change and ways to train people to do it. (Author/BBM)

Descriptors: Change Agents/ *Information Dissemination/ Models/ *Networks/ Program Descriptions/ *Program Development/ School Districts

Identifiers: Linking Agents/ Project LINK: National Diffusion Network

Descriptors: Information Dissemination, Networks, Program Development

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TOPIC: National Diffusion Network Program Document

Project: A Curriculum Activities Guide to Enviroment Studies with Students with Special Education Needs.

Project Site: Montgomery County Intermediate Unit 23, Blue Bell, Pennsylvania

ED144332 EC102455

A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs.

Tully, Randolph R., Jr., Ed.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

75 127p.; Information concerning this publication may be obtained from: Project KARE, Colony Office Building, Route 73 & Butler Pike, Blue Bell, Pennsylvania 19422

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-71-1775

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Developed by teachers, the curriculum guide provides information on environmental studies activities for use with handicapped students. Activities are divided into three areas: awareness level activities (aesthetics, cemeteries, water, soil, air, noise, and miscellaneous activities); transition level activities (playgrounds, cemeteries, wildlife, and miscellaneous activities); and operational level activities (site development, erosion, and soil). Such activities as categorizing living and non-living things, playground planning, and siting a problem erosion are included. Outlined for each activity are an introduction, questions, equipment needed, and procedures. A final section consists of teacher statements on activity implementation. Appended are a paper on the U.S. Office of Education national diffusion network, and explanation of environmental studies activities, and technical reports on six of the activities included in the guide. (SBH)

Descriptors: Aesthetic Education/ Air Pollution Control/ Animal Science/ Curriculum Guides/ Elementary Secondary Education/ *Environmental Education/ *Handicapped Children/ *Learning Activities/ Natural Resources/ Playgrounds/ Soil Conservation/ Teacher Developed Materials

Descriptors: Environmental Education, Handicapped Children, Learning Disabilities

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TOPIC: National Diffusion Network Program Document

Project: Forms and Formalities. A Resource.

Project Site: U. S. Office of Education (DHEW). Washington, D. C.

ED142178 IR004966
Forms and Formalities: A Resource.
Clarkson, Glenn; Warpinski, Robert
Office of Education (DHEW), Washington, D.C.
76 215p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

This report provides a selection of examples of National Diffusion Network participant forms utilized between Developer/Demonstrators, State Facilitators, and Local Educational Agencies. They were selected to demonstrate variety and to be a source of ideas for others. Forms are grouped in five categories: needs assessment, adoption agreement, installation monitoring, adoption program evaluation, and newsletters. (DAG)

Descriptors: Adoption (Ideas)/ *Data Collection/ *Diffusion/ Evaluation Methods/ Needs Assessment/ Newsletters/ Program Evaluation/ *Records (Forms)/ Reports

Descriptors: Data Collection, Diffusion, Records (Forms)/Reports

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TOPIC: National Diffusion Network Program Document

Project: National Dissemination Conference. Proceedings. (9th Kansas City, Missouri)

Project Site: Council of Chief State School Officers. Washington, D. C.

ED136784 IR004573
National Dissemination Conference. Proceedings. (9th, Kansas City, Missouri, June 22-24, 1976).
Herlig, Richard K.
Council of Chief State School Officers, Washington, D.C.
Jun 76 76p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

The objectives of this conference included (1) bringing conferees in contact with leaders of recent national dissemination endeavors, (2) allowing them to interact in voicing dissemination problems and posing possible solutions, and (3) eliciting concerns related to dissemination/diffusion efforts. The proceedings include lists of the participants, the program, and excerpts from reports on a number of conference highlights: National Dissemination Leadership Project, Dissemination Leadership Steering Committee, Council of Chief State School Officers Dissemination Resolution, NIE School Practice & Service, Interstate Project on Dissemination, Dissemination Analysis Group, and National Diffusion Network. Also included is an evaluation of the conference in terms of its objectives. Appendices contain a list of NIE School Practice and Service Grants, possible recommendations of the Dissemination Analysis Group Questionnaire, the conference evaluation instrument, and topical conference priorities. (WBC)

Descriptors: *Conference Reports/ *Information Dissemination / *National Programs/ *Projects/ Summative Evaluation
Identifiers: *National Dissemination Project

Descriptors: Conference Reports, Information Dissemination, National Programs, Projects/Summative Evaluation

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TOPIC: National Diffusion Network Program Document

Project: RISE - 306; Facilitator Program Evaluation. 1975 - 1976

RISE, King of Prussia, Pennsylvania

Project Site: Communication Technology Corporation, Marlton, New Jersey.

ED129305 IR004090

RISE-306: State Facilitator Program Evaluation, 1975-1976.

Communication Technology Corp., Marlton, N.J.

76 41p.

Sponsoring Agency: Research and Information Services for Education, King of Prussia, Pa.

Report No.: RISE-306

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

As an arm of the National Diffusion Network, the Pennsylvania State Facilitator's responsibilities include informing the schools about Title III approved programs and aiding in the actual adoption of such programs by school districts. Two aspects of the facilitator's role were identified for evaluation: (1) whether the facilitator had implemented the strategy it established to pursue its functions and (2) whether that strategy was successfully meeting the needs of its recipients. Interviews were conducted with a sample of representatives of developer/demonstrator projects and school site adopters. The four national developer/demonstrators interviewed were generally approving of the Pennsylvania Facilitator. They reported the state strategies acceptable in terms of the broader National Diffusion Network (NDN) but recommended changes in the philosophy of the NDN which would expand the responsibilities of the facilitator program. Nine representatives of adopter/adapter districts were interviewed. The concensus of their opinions was positive. The lack of a real grasp of the specific role of the State Facilitator by this group mitigated against an in-depth analysis or specific recommendations for change. (KB)

Descriptors: Adoption (Ideas)/ Demonstration Projects/ *Diffusion/ *Information Centers/ *Information Dissemination/ Intermediate Administrative Units/ *Program Evaluation/ Resource Centers/ *State Programs

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ National Diffusion Network/ *Pennsylvania State Facilitator Program/ Research and Information Services for Education/ RISE 306

Descriptors: Diffusion, Information Centers, Information Dissemination, Program Evaluation, State Programs

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TOPIC: National Diffusion Network Program Document

Project: Casebook of Selected State Facilitators

Project Site: Network of Innovative Schools, Merrimac, Massachusetts - (currently located in Andover, Massachusetts)

ED128927 95 EA008700
Casebook of Selected State Facilitators.
Network of Innovative Schools, Merrimac, Mass.
Oct 75 237p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-74-8757
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

The U.S. Office of Education's National Diffusion Network is designed to transport and systematically promote the adoption of validated innovative programs throughout the nation. The 13 case studies in this publication are intended to provide a comprehensive overview of the state facilitator effort and accurately represent the range and diversity of the organizational and programmatic aspects of the 53 facilitator projects. Each project is structured around three components: (1) the historical origin or evolution of the project together with its organizational context, (2) the actual operational strategy employed and its rationale, and (3) a general critique of the first year's operations from the project director's perspective. The document concludes with summary observations on the case studies and a two-part appendix. The first appendix provides an encapsulated description of each facilitator project together with a list of adopting schools/districts in each region. The second appendix lists the 53 state facilitator projects (fiscal year 1976) in alphabetical order according to state. (Author/MLF)

Descriptors: Change Agents/ *Change Strategies/ *Educational Change/ *Educational Innovation/ Federal Programs/ *Instructional Innovation/ Organization/ *Program Descriptions / Program Effectiveness/ Program Evaluation
Identifiers: *National Diffusion Network

Descriptors: Change Strategies, Educational Change, Educational Innovation, Instructional Innovation, Program Descriptions

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TOPIC: National Diffusion Network Program Document

Project: Educational Programs That Work.

Project Site: Far West Laboratory for Educational Research and Development

ED116354 95 EA007841

Educational Programs That Work. A Resource of Educational Innovations Developed by Local School Districts and Approved by an Evaluation Panel in the Education Division of the Department of Health, Education and Welfare.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Sep 75 205p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-300-75-0402

Orders Department, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103 ($4.95, orders must be prepaid)

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

This sourcebook provides brief descriptions of a number of innovative programs that have been approved for dissemination by the Joint Dissemination Review Panel within the Education Division of the Department of Health, Education, and Welfare. The first section presents an array of programs that were being supported as Demonstration Projects during the 1975-76 school year by the U.S. Office of Education. The second section presents shorter descriptions of projects that are also approved for diffusion but, in view of scarce resources, could not be funded during the particular school year. The back of the book contains a list of state facilitators, with names, addresses, and phone numbers. Each facilitator serves as a matchmaker within that state to assure that local education agencies obtain information about and access to those validated innovations that fit identified needs of particular schools, regardless of where in the nation the original program happened to have been launched. The demonstration projects deal with a wide variety of areas: alternative/secondary education, early childhood and parent readiness, the environment, reading/language/mathematics, specialized curriculum/special interests, special education, and training/organizational arrangements. (Author/IRT)

Descriptors: Curriculum/ *Diffusion/ Early Childhood Education/ *Educational Innovation/ Elementary Education/ Environmental Education/ Innovation/ Language Skills/ Mathematics/ Mathematics Education/ *Program Descriptions/ Program Guides/ Reading/ Secondary Education/ Special Education

Identifiers: National Diffusion Network

Descriptors: Diffusion, Educational Innovation, Program Descriptions

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